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ABSTRACT

This manual has been prepared to help educators in Alberta, Canada, organize and operate a work experience program that provides meaningful learning experiences for junior and senior high school students in partnership with the community. The manual: (1) outlines the expectations of the work experience program, including benefits to students, schools, business/industry, and community; (2) clarifies the policies governing the work experience and work study programs; (3) outlines registration procedures, legislation, and regulations pertaining to the program; (4) suggests how to initiate, plan, implement, manage, and evaluate a program; and (5) recommends replacement preparation, placement procedures, evaluation of students, and recognition of work site/stations. The guide also lists 23 references as well as the 5 regional offices of Alberta Education. Slightly more than half the document consists of appendices containing master forms and letters for conducting work experience programs. (KC)

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Curriculum Support

WORK EXPERIENCE PROGRAM

Teacher Resource Manual

Junior and Senior High School

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TEACHER RESOURCE MANUAL

Junior and Senior High School

1990

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The project was coordinated by:
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PREFACE

Work experience education is an experiential mode of instruction and learning that is intended to integrate a student's in-school program of study with a community-based work site/station. The work experience program is viewed as a three-way partnership between the student, the school and the employer.

The ***Secondary Education in Alberta Policy Statement*** (1985) states that "Today, opportunities for learning beyond the secondary school are increasing. Secondary education must be planned to incorporate significant learning experiences that may be acquired and delivered through a variety of community and other agencies. Consistent with the purpose of secondary education and the role of schools, the community which benefits from the system of education shares a responsibility to contribute to the continuing improvement and extension of secondary education."

"Opportunities must be provided to involve the community in secondary education programs and to recognize and support learning experiences which take place outside of schools."

This manual has been prepared to help educators organize and operate a program that provides meaningful learning experiences for students in partnership with the community. It will help educators meet the objectives of the Work Experience 15/25/35 and Work Study programs.

This manual:

- outlines the expectations of the work experience program
- clarifies the policies governing the work experience and work study programs
- outlines registration procedures and regulations pertaining to the program
- suggests how to initiate, plan, implement, manage and evaluate a program
- suggests preplacement preparation, placement procedure, evaluation of students and recognition of work site/stations.

The program will be reviewed in the practical arts review currently underway. This manual is unbound and hole-punched for three-ring binders, a format that allows for the addition of references, forms and notes. In addition, this format will facilitate updating the materials as necessary.

Note: The following publications are revised annually. Please ensure that the current edition is used when referring to policy, legislation or regulation.

- ***Guide to Education, Junior High School Handbook***
- ***Guide to Education, Senior High School Handbook***
- ***Alberta Education Policy Manual***
- ***School Grants Manual***

For further information on work experience education legislation and procedures, see the current edition of the ***Alberta Education Policy Manual***. Available from **Central Support Services, Alberta Education, 11160 – Jasper Avenue, Edmonton, Alberta T5K OL2.**

This is a support document that is not mandatory, except where legislated policies and regulations apply. Policies and regulations having legal status are highlighted in the same distinctive manner as this notice. Suggestions are based on practices used successfully by experienced educators in Alberta. Since no document of this type can address every situation, only suggestions that are appropriate to your students, school and community should be used.

1: EXPECTATIONS OF THE WORK EXPERIENCE PROGRAM

The expectations for the work experience program are that students will:

A. Be able to explore career opportunities;
B. Gain an understanding of the importance of developing acceptable personal and social skills;
C. Develop an understanding of positive attitudes for getting along with people;
D. Have an opportunity to participate in meaningful work;
E. Learn about the organization of business and the relationships of employees to employers, unions and government;
F. Receive assistance in making the transition from school to the work world.

Benefits of the Work Experience Program

A. Benefits to Students

The work experience program:

1. Enhances educational experience through practical "real-life" involvement with:
   a) role models;
   b) mentors;
   c) community endeavours;
   d) business and industry.

2. Provides individual opportunities to:
   a) increase motivation;
   b) improve achievement;
   c) enhance self-concept.

3. Prepares for a smooth transition from school to employment or further education by:
   a) increasing career awareness;
   b) exploring occupational choices;
   c) acquiring employability skills while attending school;
   d) obtaining employment experience, contacts and references;
   e) developing an understanding of employer/employee relationships;
   f) complementing and enriching the students' in-school learning activities.

B. Benefits to Schools

The work experience program:

1. Enriches total curriculum through community partnerships.

2. Increases community awareness and appreciation of the effective use of public resources.

3. Provides information regarding changes or additions in curriculum required to meet the changing needs of society.

4. Improves the level of community satisfaction with schools.

5. Permits increased awareness of job opportunities in local areas.

6. Encourages students to remain in school.

C. Benefits to Business and Industry

The work experience program:

1. Allows local business, industry, government and community service to:
   a) apprise schools of their present and future manpower needs;
   b) influence career awareness and school programs.

2. Provides a pool of potential human resources:
   a) with desirable knowledge, skills and attitudes;
   b) with lower training costs since students will have developed many transferable work skills as part of their school program;
   c) with prospective employees who have been observed under actual working conditions;
   d) with a reduced turnover rate because of career awareness and preparation;
   e) that is more productive because of occupational preparation.

3. Provides rewarding and satisfying experiences for participating employees and employers because of the:
   a) teamwork and mutual achievement;
   b) involvement with young people;
   c) personal satisfaction of making a positive contribution to education and the community.

4. Provides an opportunity to enhance:
   a) management skills;
   b) communication skills;
   c) resource utilization.

5. Develops a better appreciation of:
   a) the issues, challenges and decisions facing today's youth;
   b) the complexities and challenges for educators.

6. Improves public relations through visibility, thus providing recognition for a valued community service, social responsibility and good corporate citizenship.

D. Benefits to Community

The work experience program:

1. Increases civic cooperation.

2. Provides a well-prepared work force.

3. Enables young people to become contributors to the local community.

4. Enables community members to share their knowledge, skills and attitudes with students.

5. Strengthens the system of education.

6. Maximizes effective use of community resources.

II: WORK EXPERIENCE EDUCATION POLICY

Background

Work experience education provides an opportunity for students to apply in the workplace, knowledge, skills and attitudes acquired through coursework. Work experience education is viewed as a partnership of student, school and employer, with the school and the community combining resources to provide opportunities for students to discover their career interests and aptitudes in meaningful work activities. Work experience education includes work study and work experience.

Policy

To help students grow in knowledge, skills and attitudes and provide practical experiences related to life skills and career opportunities, Alberta Education supports work experience delivered through school–community partnerships.

Definitions

Policy:
"Work study" means experiential learning integrated with a course undertaken by a junior or senior high school student

a) as an integral part of an approved school course or program (e.g., Word Processing 30, IOP),
b) which is under the cooperative supervision of a teacher–coordinator and the employer, and
c) for which no additional credit is given.

"Work experience" means experiential learning undertaken by a senior high school student.

a) as an integral part of a planned school program,
b) which is under the cooperative supervision of a teacher–coordinator and the employer, and
c) which constitutes a separate course based on 25 hours per credit.

Legislation

School Act

37(1) A board may approve a work experience program for its students to attend.

(2) Subject to the regulations, a board may enter into an agreement with a person to provide a place of work and facilities for students who are attending a work experience program.

(3) When a board directs a student to attend a work experience program, it shall obtain the consent of
(a) the student's parent or, in the case of a student who is 16 years of age or older, the student, and
(b) the Minister.

(4) For the purposes of section 8, a place of work or facility shall be deemed to be a school during the time the student is in the place or facility under the work experience program.

Employment Standards Code, S.A., 1988, Chapter E-10.2

75(1) Subject to subsection (3), no person shall during normal school hours
(a) employ, or
(b) permit to work on his premises
a child who is required to attend school under the School Act.

(2) Subject to subsection (3) and the regulations made under subsection (4), no individual under the age of 15 years shall be employed without the written consent of his parent or guardian and the approval of the Director.

(3) Subsections (1) and (2) do not apply to an individual under the age of 15 years
(a) who has been excused from school attendance under the **School Act** for the purpose of vocational training through employment, or
(b) who is enrolled in a work experience program approved under the **School Act**....

Workers' Compensation Act, S.A., 1981, Chapter W-16

147(2) The Lieutenant Governor in Council may, in respect of persons to whom this Act does not apply, make regulations
(a) authorizing the [Workers' Compensation] Board to make orders declaring that the Act applies to any class of those persons;
(b) designating those classes of persons in respect of whom the [Workers' Compensation] Board may make an order under a regulation made under cause (a);

(3) Where the [Workers' Compensation] Board makes an order under a regulation made under subsection (2)(a) declaring that this Act applies to a class of persons, the persons in that class are, for the purposes of this Act, considered to be workers employed by the Government of Alberta.

Workers' Compensation Act, Alberta Regulation 427/81

Persons Considered to be Workers Employed by the Government of Alberta

7(1) The [Workers' Compensation] Board may make orders declaring that the [Workers' Compensation] Act applies to the following classes of persons:

(e) students registered in a secondary school while they are attending and participating in a work experience program or the practical experience part of a work-related program, including courses in industrial education and home economics, if the program has been designated as such by the secondary school and approved by the [Workers' Compensation] Board.

Procedures

1. Boards offering work experience education shall develop, keep current and implement written policy and procedures consistent with provincial policy, regulations and procedures.

2. The board shall be responsible for course content, instructional practice and evaluation.

3. Work experience education approved by the board:
   a) shall specify learner expectations for each student;
   b) shall ensure student eligibility to obtain credit if work experience or work study is terminated by the employer;
   c) shall provide an in-school job orientation and debriefing; and
   d) may be undertaken at one or more work stations and/or sites.

4. Work experience education shall be supervised by a teacher-coordinator who shall:
   a) approve suitable work stations and or sites;
   b) obtain the consent of the parent or in the case of a student 16 years of age or older, the student;
   c) validate the learner expectations and establish, in cooperation with the work site station supervisor, evaluation criteria for each student;
   d) ensure that work experience agreements and other relevant forms involving students, parents, work site station supervisor and the employer are completed and filed at the school;
   e) supervise the students on-site at least once in every placement; and
   f) ensure that instructional practice fits the needs of the student.

5. A work station and or site may be deemed appropriate where:
   (a) it conforms to applicable legislation, such as the **Employment Standards Code**, the **Labour Relations Code**, the **Occupational Health and Safety Act**, the **Labour Act (Canada)**, **Workplace Hazardous Materials Information System** and local and provincial health, safety and building standards;
   (b) the student does not replace a regular worker;
   (c) there are a variety of appropriate learning experiences offered; and
   (d) adequate supervision is provided.

6. A parent and a student shall be informed that a student in work experience education is deemed to be an employee of the Government of Alberta, and in the event of an accident is covered by Workers' Compensation and, therefore, is unable to sue the employer.

7. Boards may carry insurance or agree to indemnify the employer against loss resulting from any intentional or negligent acts of a student, unless such intentional or negligent acts or omissions are at the direction of, or occasioned by the employer, his employees or agents.

8. Work experience education shall take into consideration the expectations of the community in which the work experience and or work study is being offered. Work experience and senior high work study shall take place between 7 a.m. and 10 p.m. Monday through Saturday. It is recommended that junior high work study take place between 8:30 a.m. and 4:30 p.m., Monday through Friday.

9. Where a board directs a student to a work experience program the board shall either:
   (a) obtain the consent of the Minister under section 37(3)(b); or
   (b) be authorized by the Minister under section 237 of the Act to approve a work experience program, provided that
      (i) a board motion is in place; and
      (ii) local policy and procedures have been approved by the Regional Office of Education, Alberta Education.

References

Guide to Education: Junior High School Handbook
Guide to Education: Senior High School Handbook
Alberta Education Policy Manual

III: OFF-CAMPUS VOCATIONAL EDUCATION POLICY

Background

Many high schools are too small or lack the necessary staff, facilities and equipment to offer vocational programs. There is a growing need for expanded off-campus programs to complement and enhance current programming in schools. Off-campus programs develop partnerships with the business community and provide students with opportunities to learn in an actual work environment.

Policy

To increase equity of educational opportunity and to complement and enhance student learning opportunities at the high school level, school boards may offer off-campus vocational education programs.

Legislation

School Act

25(1) The Minister may by order do the following:

a) prescribe courses of study, including the amount of instructional time, and authorize education programs and instructional materials for use in schools...

Other legislation:
s.1(1)(q) Interpretation

Definition

"Off-campus Vocational Education" is a program where the students receive the content of their courses off-campus, under the supervision of a teacher-coordinator. The content is taught by a tradesperson or professional in keeping with the curriculum guide.

Procedures

In addition to the "Common Procedures" listed in the Introduction to the Alberta Education Policy Manual, please note the following:

1. Boards offering off-campus vocational programs shall develop, keep current and implement written policies and procedures consistent with provincial policies and procedures.

2. The board shall submit a request to operate new programs for the following school year to a Regional Office of Education, Alberta Education, by March 1.

3. Facilities at the work site/station shall be approved by a Regional Office of Education, Alberta Education, before a new program begins. The request for approval shall come from the school jurisdiction.

4. The board shall evaluate the program during the first year. A report of the completed program evaluation shall be submitted by the board to a Regional Office of Education, Alberta Education by November 30 of the following school year.

5. The programs offered:
   a) may include any or all of the vocational education programs numbered 12, 22 and 32, or 15, 25 and 35 listed in the Guide to Education: Senior High School Handbook;
   b) shall meet the requirements set out in the Guide to Education: Senior High School Handbook and the Program of Studies Senior High Schools;
   c) shall provide course content based on approved programs of study and the daily programming developed cooperatively by the supervising teacher and the on-site instructor;
   d) shall ensure that the students' eligibility for credits is protected in the event that an off-campus course or program is terminated;
   e) shall have an alternative delivery system available to the students for at least partial credit in case the contract with the work site/station is not carried out or renewed; and
   f) shall ensure access to full 12/22/32 or 15/25/35 series of courses over a three-year period via tuition agreement or contracted services.

6. The on-site instructor shall hold a valid Alberta journeyman certificate or equivalent status in the trade or technology. An on-site instructor without a valid Alberta Teacher Certificate is permitted provided the program is:
   a) supervised by a certificated teacher present at each off-campus site as deemed necessary. (depending on the number of students at the site, and whether or not it is a new or continuing program, the amount of supervision may need to be adjusted by the school board); and
   b) consistent with provincial education policies and procedures.

7. The on-site instructor shall be designated as the person who has primary responsibility for the students' health and safety while they are at the work site station.

8. The final authority for instructional practice and evaluation matters shall rest with the board. In developing and maintaining the off-campus program, the board shall ensure that the selected work site station:
   a) has space provisions for the number of students enrolled;
   b) is registered as a work study site;
   c) has facilities and equipment that make it possible to achieve the objectives of the program;
   d) meets required standards such as Occupational Health and Safety, Workplace Hazardous Materials Information System and fire regulations;
   e) meets Canadian Standards Association standards for the equipment used by the students; and
   f) follows applicable federal, provincial and municipal legislation.

9. The certificated teacher supervising an off-campus site station is responsible for:
   a) monitoring to ensure that the curriculum is followed and a plan of instruction is in place;
   b) ensuring that there are a variety of activities or experiences;
   c) ensuring that student, teacher and program evaluation practices are in accordance with board policy;
   d) ensuring that safety provisions are met;
   e) ensuring that board-owned equipment is properly accounted for and maintained;
   f) assessing student performance;
   g) monitoring student attendance;
   h) monitoring student–instructor relations and student behaviour;
   i) monitoring work site station–community relationships;
   j) ensuring a positive learning environment; and
   k) ensuring appropriate records are kept for all of the above.

10. Boards offering off-campus programs shall carry:
    a) insurance to cover all board-owned equipment located at the work site station; and
    b) extended liability insurance for the protection of the board, its employees, students and third parties.

11. Funding by Alberta Education may be provided for:
    a) vocational education programs on the basis of a dollar rate per credit enrolment unit for approved vocational courses; and
    b) transportation as outlined in the School Grants Manual.

    For further information please refer to the School Grants Manual.

12. Boards may operate individually or as a consortium with other boards to offer vocational programs. One board shall act as the agent board for contract purposes.

References

Please refer to the following for additional information:
Guide to Education: Senior High School Handbook
Industrial Education Manual for Guidance to Teachers, Counsellors and Administrators.
Alberta Education Policy Manual
School Grants Manual

Community Partnership

Community partnership is based on the belief that educators can enhance students' learning experiences by bringing the community into the school and by taking the students out into the community.

Using the expertise, talent and resources of community-based service organizations and agencies, business, industry, citizen groups and parents, schools can enrich the educational experiences of students.

In junior high, students may be introduced to the concept of community partnership through:

- inviting members of the community into the school as guest speakers or for demonstrations
- involving community members in special events (Career Days, Education Week)
- touring local businesses and industry
- sharing resources such as films, videos, booklets, pamphlets, equipment and specialized laboratory facilities
- participating in programs such as work study, job shadowing and mentorship
- being involved in group community partnership projects both in the school and the community.

Work Study

Work study education provides an opportunity for students to apply in real-life situations the knowledge, skills and attitudes they have acquired through course work in school. It is an experiential component of an approved course or program that is undertaken through a school–community partnership arrangement.

Work study means experiential learning activities undertaken by a student:

a) as an integral part of an approved school course or program;
b) under the cooperative supervision of the subject area teacher-coordinator and the employer.

Junior high work study should take place between 8:30 a.m. and 4:30 p.m., Monday through Friday.

For further information on work experience education legislation and procedures, see the current edition of the ***Alberta Education Policy Manual***. Available from **Central Support Services, Alberta Education, 11160 – Jasper Avenue, Edmonton, Alberta T5K OL2**.

Community Partnerships/Work Experience Education

Work experience education is a major component of the community partnership concept addressed in the policy statement Secondary Education in Alberta (June 1985). It involves a cooperative effort of the school and the community to further the students' personal development, career planning, occupational knowledge and skills. Work experience enhances a student's in-school studies with on-the-job experiential learning activities in business, industry, government and community service.

Work experience education must be approved by the Minister, under section 37 of the School Act.

The work experience education program of studies consists of two major components; work study and work experience.

- **Work Study (integrated within a course)**: experiential learning activities, under the cooperative supervision of the subject area teacher–coordinator and the employer, that are undertaken by a student as an integral part of an approved school course.
- **Work Experience 15, 25, 35 (separate courses for credit)**: courses providing experiential learning activities that are undertaken by a student as an integral part of a planned school program, and under the cooperative supervision of a teacher–coordinator and the employer.

Specific procedures and legislation about work experience education is provided in the current ***Alberta Education Program Policy Manual***, available on written request from **Central Support Services, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta T5K OL2.**

VI: LEGISLATION AND REGULATIONS

A. School Act (1988)

Section 37

(1) A board may approve a work experience program for its students to attend.

(2) Subject to the regulations, a board may enter into an agreement with a person to provide a place of work and facilities for students who are attending a work experience program.

(3) When a board directs a student to attend a work experience program, it shall obtain the consent of:
   a) the student's parent or, in the case of a student who is 16 years of age or older, the student, and
   b) the Minister.

(4) For the purposes of section 8, a place of work or facility shall be deemed to be a school during the time the student is in the place or facility under the work experience program.

Alberta Education assumes responsibility to cover all students registered in Work Experience Programs for Workers' Compensation.

Section 237 The Minister may authorize in writing

a) an employee of the Government under the administration of the Minister,
b) a board or an employee of a board, or
c) any other person designated by the Minister,

to do any act or thing, perform any duties or exercise any power that the Minister may do, perform or exercise under this Act except the power to make regulations.

B. Employment Standards Code, S.A., 1988, Chapter E-10.2

Section 75

(1) Subject to subsection (3), no person shall during normal school hours

   a) employ,
   or
   b) permit to work on his premises a child who is required to attend school under the School Act.

(2) Subject to subsection (3) and the regulations made under subsection (4), no individual under the age of 15 years shall be employed without the written consent of his parent or guardian and the approval of the Director.

(3) Subsections (1) and (2) do not apply to an individual under the age of 15 years.

a) who has been excused from school attendance under the School Act for the purpose of vocational training through employment,
or
b) who is enrolled in a work experience program approved under the School Act.

C. **Canada Labour Code R.S. 1985, c. L-1**

The minimum age for persons employed by firms that fall under Federal Government Legislation is the school leaving age of the province, which for Alberta is 16 years.

Labour Standards:

(1) Coverage

Part III of the Canada Labour Code (Labour Standards) applies to employees and employers in works, undertakings or businesses under the legislative authority of the Parliament of Canada.

Broadly speaking, the activities that come within federal jurisdiction include:

- interprovincial and international services such as:
  - railways
  - highway transport
  - telephone, telegraph and cable systems
  - pipelines
  - canals
  - ferries, tunnels and bridges
  - shipping and shipping services
- Radio and television broadcasting, including cablevision
- Air Transport, aircraft operations and aerodromes
- Banks
- Primary fishing where the fishermen work for wages
- Undertakings declared by Parliament to be for the general advantage of Canada, e.g.:
  - grain elevators
  - flour and feed mills, feed warehouses and grain seed cleaning plants west of Thunder Bay
  - uranium mining and processing
  - certain individual undertakings, such as Hudson Bay Mining and Smelting Company and British Columbia Telephone Company Limited.

D. **Workers' Compensation Act, SA 1981, Chapter W-16**

Section 147

(2) The Lieutenant Governor in Council may, in respect of persons to whom this Act does not apply, make regulations.

a) authorizing the Board [Workers' Compensation Board] to make orders declaring that the Act applies to any class of those persons;
b) designating those classes of persons in respect of when the Board may make an order under a regulation made under clause (a);

(3) Where the Board [Workers' Compensation Board] makes an order under a regulation made under subsection (2) (a) declaring that this Act applies to a class of persons, the persons in that class are, for the purposes of this Act, considered to be workers employed by the Government of Alberta.

Regulations:

Worker's Compensation Regulation AR 427/81.
Persons considered to be Workers employed by the Government of Alberta:

Section 7

(1) The Board [Workers' Compensation Board] may make orders declaring that the Act applies to the following classes of persons:

a) students registered in a secondary school while they are attending and participating in a work experience program or the practical experience part of a work-related program, including courses in industrial education and home economics, if the program has been designated as such by the secondary school and approved by the Board.

E. Occupational Health and Safety Act, Designation of Occupational Regulations, A R 288/76

(1) Any employment, business, calling or pursuit shown in the Schedule to this regulation is hereby designated as an occupation under the Occupational Health and Safety Act.
Schedule of Designation of Occupational Regulations includes;

Secondary School Teachers.

Most federal Crown corporations, such as the Canada Mortgage and Housing Corporation and the Canada Post Corporation, are covered; however federal public service employees are not. But the Government of Canada has stated that the minimum standards of the Code will be met as a matter of policy in the public service.

The foregoing is a general outline of undertakings subject to Part III of the Canada Labour Code. If you are employed in, or operate an undertaking other than described above, you should contact your provincial or territorial labour department for information relating to labour standards.

VII. PROGRAM CONSIDERATIONS

It is the responsibility of the school board to devise a specific program suitable for the community in which it is offered, set local objectives and determine the methods of instruction. The school board's responsibility could be summarized under the following headings: Program Initiation; Program Planning; Program Implementation; Program Management; Program Evaluation. (See Appendix 1, Program Planning and Implementation Checklist.)

A. Program Initiation

The school administration has the primary responsibility for program initiation because it is in the best position to ascertain the needs of the students, school and community. An administration that seeks to identify these needs must determine the most effective means of gathering and assessing this information.

1. Student and School Needs
   To initiate effective work experience programs that meet student, school and community needs, the most important prerequisites are:
   a) SCHOOL BOARD SUPPORT in terms of time, personnel and resources allocated to the schools;
   b) SCHOOL SUPPORT through school administration and school staff to plan and coordinate a program that meets specific student needs.

   School Board Administration should consider:
   - job descriptions for personnel (certificated and support staff)
   - time allotment for teacher–coordinator of program
   - transportation needs
   - liability insurance
   - evaluation of program
   - teacher–coordinator and students' community relations
   - remuneration to students.

   School Administration also needs to consider the relationship of work experience, work study and off-campus vocational education with other programs in the school.

2. Community Needs
   It is important to consider the structure of the labour market and the needs of the local community because their support is necessary to the program. (See Appendix 2, Alberta Federation of Labour Policy Statement: Work Experience.)

B. Program Planning

1. Alberta Education recognizes Work Experience Programs as provincially authorized senior high school courses. (See ***Guide to Education, Senior High School Handbook***.)

2. The board must develop policies and procedures that facilitate consistency in work experience programs for all schools but allow appropriate program emphasis to be developed at the school level.

SCHOOL BOARD POLICY needs to recognize and provide structure in the following areas:

a) Organization and staffing:
   - coordination through central administration and or individual schools
   - time allocation: guidelines for student staff ratios
b) Responsibilities of school principals, teacher-coordinators, program coordinators, parents, students and employers;
c) Qualification of staff;
   - training and experience
   - job descriptions of certificated and support staff
d) Workers' Compensation coverage for the work experience teacher-coordinator;
e) Student liability travelling to and from registered work stations;
f) Student liability at the work site station;
g) Calendar days and hours acceptable for work experience programs;
h) Program monitoring and evaluation;
i) Publicity and public relations;
j) Student selection criteria;
k) Student transportation support.

In considering a transportation policy for work experience students, the board must consider the following:

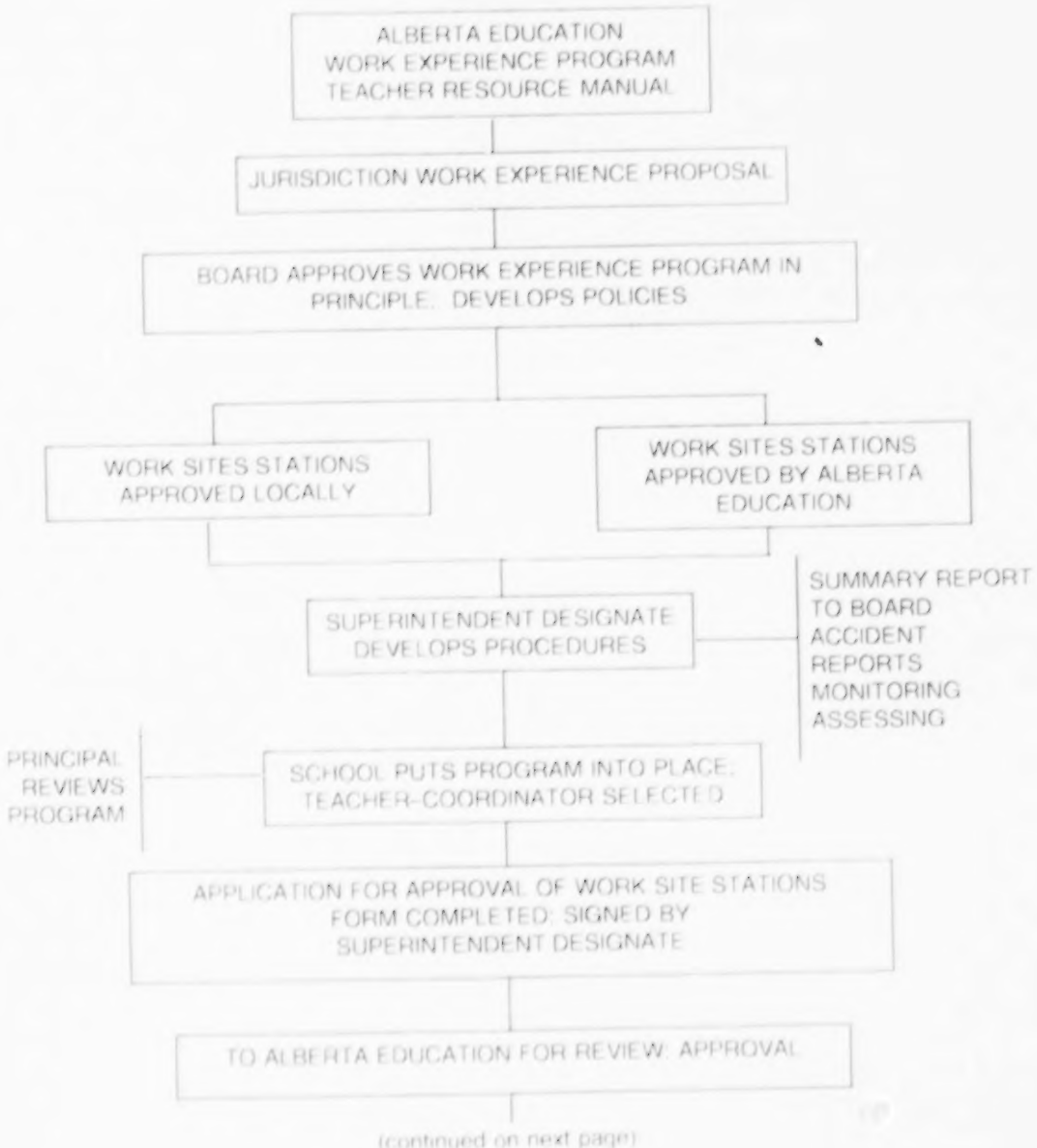
i) If transportation is defined as a natural progression of responsibility undertaken by the student, deemed as a component of the work experience program with notification to student and parent, then it can be appropriate for the student to accept responsibility for transporting himself herself to and from a registered work site station.
   OR
ii) If the school system accepts the responsibility of student transportation in work experience as part of the school system's transportation responsibilities in any other course or program, then board policy must accept transportation responsibility for work experience students.

(See Appendix 3, Sample Work Experience Program Policy and Procedures.)

The expectations of Alberta Education for establishing a Work Experience program are depicted sequentially in the following flow chart.

WORK EXPERIENCE PROGRAMS

PROGRAM PLANNING



(continued on next page)

CHECKED FOR:
SIGNATURE OF SUPERINTENDENT OR BOARD-APPROVED DESIGNATE
DESCRIPTIONS RE: STUDENT JOB TITLE (CCDO NUMBERS)
DESCRIPTORS RE: TARGET GROUP (REGULAR; SPECIAL EDUCATION; AO IOP; OFF-CAMPUS)
APPLICATION RECORDED
TO PERFORMANCE CERTIFIER FOR APPROVAL
APPROVED
RETURNED TO SCHOOL WORK EXPERIENCE TEACHER-COORDINATOR
COPY TO ALBERTA EDUCATION REGIONAL OFFICE
NOT APPROVED
RETURNED TO SCHOOL JURISDICTION FOR CORRECTION
WITH RECOMMENDATIONS FOR CHANGES

3. Program emphasis should be determined by student and school needs as recognized by school administration. The use of work experience programs may vary from school to school as a result of variables such as:
   a) the school emphasis on career education within regular programs;
   b) availability of vocational training (Off-campus Vocational Education);
   c) components of vocational training;
   d) occupational programs for special needs students;
   e) subject content: further development relating to knowledge, skills and attitudes forming part of a subject field;
   f) learning about the world of work;
   g) development of transferable social and life skills;
   h) vocational context:
      i) social and life skills directly relating to the work environment
         - sense of responsibility
         - time management
         - appreciation of work standards
      ii) occupational choice career decision making
      iii) enhancement of specific occupational skills.

C. Program Coordination

The teacher-coordinator is the key person in the work experience education program. He or she must be concerned with all aspects of the program conducted within the school as well as the liaison of the activities between the school and the employers. In addition, this person should possess administrative skills, be adept in counselling and supervising as well as in teaching. He or she should be capable of maintaining good relationships with employers in various fields and be able to work with educational and industrial leaders to gain their support and cooperation. Above all, this person must possess the ability to adapt to a variety of changing roles and situations. It would be advantageous if the teacher selected had work experience in business, industry, government or community service.

The teacher-coordinator's knowledge of the job market and employment trends is an asset in counselling students toward appropriate job placements.

To ensure organized implementation of programs, the teacher-coordinator must be aware of the acts and regulations pertaining to work experience programs (see Section VI) and should establish objectives and course outlines so students and work site station supervisors are aware of expectations. Course outlines for work experience and work study should establish general and specific learner expectations. (See Appendix 4: Work Site Station Job Description and Learner Expectations.)

a) Preplacement Preparation
   - student selection criteria
   - student orientation
   - pre-employment skills training
   - matching student interests and strengths to a work site station
   - work site station orientation
   - preplacement evaluation of student
   - completion of all essential student documentation
     (See Section IX – Recommended Procedures.)

Having the student well prepared before placement is the key to this learning experience and the student's success. It is crucial that the student be given the specific knowledge of the employer's expectations.

The student will be motivated to do well if the teacher-coordinator can match the student's interests and strengths to a suitable work site station.

The employer needs to know his/her responsibilities and the school's expectations of the student and the employer. Good communication with the student and the work site station is essential to the teacher-coordinator's success at meeting program objectives.

b) Suggested Placement
The employer's hiring procedure is an excellent opportunity for students to practise their job application and presentation skills.

A thorough orientation of the student to the work site station by the supervisor is the beginning of a working relationship. It is the students' responsibility to find out what will be expected of them by the employer. (See Appendix 5, Work Site Station Orientation Assignment.)

The teacher-coordinator's monitoring schedule enhances the learning experience by encouraging communication of the employer's and student's expectations of each other. It is extremely important that the supervisor discuss all evaluations with the student.

c) Student Summary Session
- review of general and specific learner expectations
- student evaluation of work site station and work experience program
- thank you letters composed and sent to work site station
- calculation of final mark

(See Section IX.)

The teacher-coordinator should take advantage of valuable feedback from the student in respect to work site station effectiveness and program improvement. (See Appendix 6, Work Experience Summary.)

A summary and closure session may reinforce key learning objectives.

D. Program Management

Effective management requires planning, coordination and communication between students, parents, employers, school staff, school administration, central office administration, advisory committee members, labour unions, Apprenticeship Branch personnel, Employment Standards Branch personnel and others.

In large urban communities where several schools operate a work experience program within the same boundary, it is advisable to have a centralized student placement system and employer data base. District coordinators should be provided with a computer facility that is also directly accessible to teacher-coordinators.

The following are some identifiable management components:

1. Program Delivery
It is the teacher-coordinator's role to ensure that program expectations are communicated to students, parents and employers.
(See Section IX.)

2. Student Placement

a) The key to successful "student placement" is matching the student's needs, abilities and interests with an appropriate work site station. It is important to accommodate the student's reasons for taking work experience.

b) To match student and employer needs, a job description for the work site station is crucial to effective placement. Revisions of the job description may occur in relation to student capabilities and progress.

c) Depending on student needs, it may be appropriate and beneficial to have the student experience more than one work site station.

For specific "Student Placement Procedure" responsibilities see Section IX.

3. Work Site Station Monitoring

Workplace visits are absolutely essential for the teacher-coordinator to establish and monitor program expectations at the work site station. Developing a good working relationship with the employer is best accomplished through personal contact.

The teacher-coordinator should monitor the student at the work site station as necessary. The visitation schedule should be as frequent as necessary to ensure and enhance the learning experience. A general guideline for visitations of a 125-hour work site station placement devoid of any complications might include:

a) one visit to establish the work setting and to secure a job description;

b) a second visit at 10 to 15 hours to address any questions the employer might have about the program or the student;

c) a third visit at approximately 65 hours to complete a mid-way evaluation form, to determine improvement areas and revise the job description, if necessary;

d) an additional visit at approximately 90 hours to review improvement areas from the mid-way evaluation;

e) a final visit to complete the final evaluation form, review the over-all experience and to thank the employer. (See Appendix 7, Work Experience Monitoring Schedule.)

The number of work site station visitations should increase in circumstances where:

a) student progress is not meeting expectations;

b) work site station participation is not meeting expectations;

c) student ability level is low. (Special Education Programs.)

In work experience placements of students with lower learning abilities, the teacher-coordinator must monitor the situation more closely and in some situations, a school aid may accompany the student while at the work site station.

During on-site visitations the teacher-coordinator should be assessing the following:

a) Is appropriate learning and skill development occurring?

b) Is the training situation safe and appropriate for the student?

c) Is there good communication between the employer and the student?

d) Is the training plan accurate or is revision required?

e) Is the work site station supervisor satisfied with the student? What improvements are needed? How can improvement be instituted?

f) Is the student satisfied with the work site station? What improvements are needed? How can improvements be instituted?

The teacher-coordinator should be aware of the busy hours and use good judgment as to when it is appropriate to call ahead for an appointment with the supervisor.

4. Recommendations to Aid Employer Effectiveness
   a) Start the student off at a point where he or she can be reasonably assured of success, and then proceed in small incremental steps.
   b) Give one instruction at a time; determine the rate of progress and then gear toward mastery.
   c) Introduce a new task by:
      - demonstrating what the student is to do, explaining as you demonstrate (written instructions may be a helpful reference for the student)
      - allowing the student to try the new task, then demonstrate again to show them how to improve
      - allowing the student to practise
      - coaching the student to improve.
   d) Have the student work as a helper to a regular employee who will gradually give the student more responsibility.
   e) Tell the student how he or she is doing. With specific feedback, students are able to adjust their performance.
   f) Increase productivity through positive reinforcement:
      - convince the student that you want him or her to succeed
      - provide praise when appropriate; give constructive criticism in a sensitive, positive manner
      - assure the student that correction is part of the learning experience.

5. Communication

   It is the teacher-coordinator's role to ensure that all individuals involved, students, parents, employers and school staff, have well-defined expectations and that each is aware of the other's expectations and responsibilities. Early recognition of a potential problem is vital to restoring the working relationship before it becomes unsalvageable.

   When the teacher-coordinator senses a problem may exist, it is important to investigate the facts from the perspectives of all persons involved.

   Communication resolves most misunderstandings between the student, employer and parent. Incidents of a more serious nature require the teacher-coordinator to consider the advantages and disadvantages of continuing or discontinuing the work placement. All parties need to be made aware of the steps that led to the dissatisfaction and be informed of the resolution.

   The decision to keep the student at the same work site station means that there is potential for success. Conditions for continuing are established and agreed on by all parties. In some cases, it might be in the student's best interest to move to an alternate work site station. Students should clearly understand that they may be removed from the program as a result of inappropriate behaviour or performance.

   Detailed documentation and good communication skills are necessary for restoring a working relationship and a positive learning environment.

6. Student Evaluation

   Student evaluation is one of the teacher-coordinator's major functions in program management. The teacher-coordinator must ensure that the student and the supervisor are thoroughly aware of the evaluation criteria and that the student is evaluated fairly. The three components of student evaluation are:
   - teacher-coordinator evaluation of student
   - supervisor evaluation of the student
   - self-evaluation by the student

a) Teacher Evaluation of Student

The teacher-coordinator's evaluation of the student might consist of:

i) assessing the student's in-school preparation of assignments before placement, e.g., "Pre-employment Skills Training."
ii) assessment of job application forms, student resume and the job interview with coordinator before placement.
iii) reviewing "Weekly Activity Time Records" or log books.
iv) reviewing student's progress with the work site station supervisor.
v) reviewing "Mid-way Evaluation" form with the work site station supervisor.
vi) reviewing "Mid-way Evaluation" form with student.
vii) reviewing the "Final Evaluation" form with work site station supervisor.
viii) discussion and review of "Final Assessment of Work Experience" with student during the "Work Experience Summary" session.
ix) determination of final mark.

b) Supervisor Evaluation of Student

The employer's evaluation of the student consists of:

i) providing feedback to the student on deportment during the employer's hiring process, e.g., application forms, resume and job interview.
ii) observing student's performance and providing constructive feedback to the student.
iii) completion and discussion of "Mid-way Evaluation" form with the student.
iv) completion and discussion of "Final Evaluation" form with student and teacher-coordinator.

c) Student Self-evaluation

The student should evaluate himself/herself using the same criteria as the work site station supervisor and the teacher-coordinator. The student self-evaluation should consist of:

i) work performance
ii) work habits and attitudes
iii) communication skills
iv) interpersonal skills

The student can effectively evaluate his/her own performance by completing mid-way and final evaluation forms. It is then valuable to compare his/her self-evaluation with the employer's evaluation. (See Section IX.)

7. Work Site Station Evaluation

The work site station provides the learning environment for the student. The following criteria must be considered:

Is the student:

- In a safe work environment?
- Provided with adequate supervision?
- Aware of the supervisor's expectations?
- Assigned "meaningful" work?
- Receiving adequate instruction?
- Assigned a variety of tasks suitable to his/her abilities?
- Encouraged to ask questions?
- Receiving frequent performance feedback?
- Accepted by co-workers?

Is the supervisor:

- Aware of program expectations?
- Interested in the student?
- Aware of the student's progress?
- Available for reviewing student progress with teacher-coordinator?

The most important factors to be considered are: is the supervisor genuinely interested in the student and providing a safe working environment. If these are met, most of the other factors can be improved on through good communication with the work site station supervisor.

The student will also be able to provide valuable feedback on the effectiveness of the work site station. (See Appendix 6.)

Knowing the strengths of the work site station is important for considering future student placements. Recognizing specific weaknesses will indicate whether improvement is possible or, ultimately, whether the work site station should be maintained.

8. Advisory Committee

Establishing an advisory committee is a progressive step in developing a cooperative working relationship between the school system and the community.

The structure of an advisory committee could reflect the needs of the school and the board.

9. Marketing and Public Relations

It is important to emphasize good community relations because the success of the work experience program depends on its image within the school and the community. Therefore, a certain amount of time and organization in marketing within the school and the community is a necessary component of program management.

An effective presentation of program objectives, procedures and benefits should be made to employers, students, parents, school staff and board members.

a) Marketing to Employers

Employers are generally interested in identifying potential workers, but most will recognize the importance of cooperating with the schools to provide a "training service" for students. Their cooperation is more easily obtained if the responsibilities are well defined and effectively presented.

Suggestions for marketing the program to employers:

i) Contact the prospective employer in person with a particular student in mind for a placement.

ii) Use attractive presentation folders and brochures to present printed materials. Employers will need to see objectives, policies and responsibilities and a brief overview of the program. (See Appendix 8, Work Experience Orientation Package.)

iii) Use other successful work sites stations as positive references for new employers to contact.

iv) Invite new employers for a tour of the facilities at school (if applicable).

v) Promote the program through presentations at service clubs, business and trade association meetings and Chamber of Commerce meetings.

vi) Choose employers for representation on the Advisory Committee.

viii) Photograph students with their supervisors at their work sites stations for display purposes. Displays can be presented at school functions, trade fairs and shopping malls during Canada Career Week, Education Week, etc.
Note: Copyright clearance and student release for photographs or samples of their work may be required.

viii) Publicize profiles of work sites stations in local newspapers or newsletters.
ix) Send copies of advisory committee minutes and school newsletters to work site station supervisors.
x) Place a "thank you for your support" notice in local newspapers listing all the involved businesses and employers.
xi) Send or present employers with certificates of participation on behalf of the school board and the school. (See Appendix 9, Certificates of Participation.)
xii) Invite and encourage employers to attend an annual "student employer appreciation event."
xiii) Have students compose and send thank you letters to employers at program completion.

b) Marketing to Students
Within the school, students who might gain most from work experience programs are often least aware of the program benefits. They often do not realize how the program is related to their immediate interests, personal development or potential career plans.

Publicize the positive aspects of job entry experience, career exploration, job searching and presentation skills, potential part-time or full-time employment and credits toward high school graduation.
Suggestions for publicizing the program to students:
i) Display photographs of current students at their work stations within the school.
ii) Have photographs and articles of some successful work experience students published in local and school newspapers. (Note: copyright clearance.)
iii) Have program brochures and literature available at "open house" or parent teacher interviews.
iv) Display student resumes and thank you letters to employers at "open house" and parent teacher interviews.
v) Contact counsellors or those who advise students about programs.
vi) Display, in the counselling areas, literature emphasizing student benefits of work experience.
vii) Display lists of currently registered work site stations outside the work experience office.
viii) Make classroom presentations promoting work experience programs.
xi) Recognize outstanding work experience student(s) at junior senior high school achievement awards evenings.

c) Marketing to Parents
Students often look to parents for information in determining future career decisions. Informed parents may influence student selection of work experience programs if they are aware of program benefits.
Suggestions for promoting programs to parents:
i) Counsellors and school staff could suggest work experience and work study programs for career exploration.
ii) Market the benefits of the "Pre-employment Skills" training as a component of the work experience program at school functions such as "open house" or parent teacher interviews.
iii) Publicize program through local media.
iv) Make presentations of student benefits at service club meetings or Chamber of Commerce meetings.
v) Display photographs and brochures for the public in shopping malls, libraries, etc., during Canada Career Week or Education Week.
vi) Invite parents to participate at the student employer appreciation event.

d) Marketing to School Staff

Only when teachers, counsellors and administrators are aware and appreciate the educational value of work experience programs, will they provide their complete support for implementation. It is vital to recognize teachers who provide instruction directly related to the student's progress in work experience programs.

Suggestions for program promotion to school staff:

i) Circulate employer student evaluations to appropriate teachers who provide related instruction to work experience students.
ii) Seek teacher comments and recommendations of student's entering work experience programs.
iii) Involve staff by requesting their suggestions of work experience possibilities for specific students.
iv) Keep administration aware of the work experience program's image in the community.
v) Have an administrator and a teacher participating on the advisory committee.
vi) Keep counsellors aware of program successes and involve them in the recruitment of students.
vii) Keep administration, counsellors and other staff informed when employers are invited as guest speakers for "World of Work" topics.
viii) Have the school's principal sign certificates of participation for work experience and work study employers. (See Appendix 9.)
ix) Invite administration, counsellors and other appropriate school staff to the annual student employer appreciation event.

e) Marketing to Board Members

School and community relations are a high priority issue with most boards and an effective work experience program can provide an important link in that relationship.

The board is responsible for monitoring the policies and the effectiveness of all work experience programs within their jurisdiction. Because program support and resources are administered at the system or board level, it is important to keep them informed about the benefits of work experience programs.

Suggestions for promotion and publicity to the board:

i) Demonstrate an organized and effective management plan for program implementation.
ii) Make the board aware of school, student and community benefits of work experience programs.
iii) Have a board member participating on the advisory committee.
iv) Keep the work experience program publicity and promotion visible in the school and the community.
v) Incorporate the school work experience program publicity into the system level publicity and promotion to taxpayers in the community.
vi) Have the chairman of the board sign the employer's work experience and work study participation certificates.
vii) Invite board members to the employer student appreciation event.
viii) Have a board member speak on behalf of the board to recognize the cooperation of employers in the community during the student employer appreciation event.

E. Program Evaluation

The purpose of program evaluation is to determine if program objectives are being met and to provide feedback as a mechanism for improvement.

The teacher-coordinator must provide the student and the work site station supervisor the opportunity to evaluate whether the educational objectives are being met.

The student evaluates the effectiveness of school programs and the work site station during the "Student Summary Session" of work experience. (See Appendix 6.)

Information and statistics compiled from employer evaluations of students will demonstrate whether the educational objectives are being satisfied by the program. This information will also help the teacher-coordinator identify specific areas in need of improvement.

Program evaluation results can be used by the advisory committee to provide direction and recommendations for revision and improvement of work experience programs.

Other program aspects such as program administration, school and system support, public relations, curriculum organization and instruction should be evaluated by school and system administration on an annual basis. (See Appendix 10, Checklist for Rating Work Experience Program.)

The documents in this section have been selected to assist the teacher–coordinator in the organization and monitoring of the work experience program.

A. Policy/Program Monitoring Forms

1. Sample Work Experience Program Monitoring Form.
   Note: Alberta Education usually monitors the work experience program every five years. If this does not occur then the jurisdiction should monitor their work experience program every five years.

B. Agreements

1. Application for Approval of Work Sites/Stations
2. Work Experience 15/25/35 Agreement
3. Work Study Agreement
4. Agreement for On-site Construction/Repair Projects
5. Parental Consent Form

C. Workers' Compensation Accident Reporting Procedures

1. Procedures for Handling Workers' Compensation Claim Forms
2. Work Experience Program Injury
3. Insurance Coverage

D. Student Records

Work Experience

1. Monthly Time Sheet
2. Student Employment Activity and Time Record

E. Work Site/Station Visitations

1. Work Experience Monitoring Schedule

A. POLICY/PROGRAM MONITORING FORMS

A.1. Sample Monitoring Form

WORK EXPERIENCE Code 1 = Yes 3 = Under Development
2 = Requires Adjustment 4 = No

MANDATORY CRITERIA		COMMENTS
1. The school board has developed written policies, guidelines and procedures which:		
a) are implemented.	1 2 3 4	
b) are maintained, reviewed and updated to reflect current local or Alberta Education policies.	1 2 3 4	
2. Work site station placements are made according to age-related legislation.	1 2 3 4	
3. Programs are monitored by the school jurisdiction as required by its policies.	1 2 3 4	
4. A list of all work sites stations has been submitted for local approval or to the regional office for approval before student placement.	1 2 3 4	
5. Students are placed only at approved work sites stations.	1 2 3 4	
6. The written consent of the parent or guardian (or student if 16 or older) is maintained on the school file for each student participating in the program.	1 2 3 4	
7. A written agreement between each student and employer is:		
a) maintained on school file.	1 2 3 4	
b) signed by the student and employer.	1 2 3 4	
c) signed by the parent guardian, if applicable	1 2 3 4	
d) signed by school personnel	1 2 3 4	

8. Students' working hours:

a) are restricted to the period between 7:00 a.m. and 10:00 p.m. Monday through Saturday — 1 2 3 4

b) total at least 75 hrs. for 3 credits; 125 hrs. for 5 credits — 1 2 3 4

9. Students are provided with in-class job orientation instruction such as career planning and job search techniques — 1 2 4

10. In-class time is provided for job culmination activities such as thank you letters to employers and student evaluation of the work site station — 1 2 4

A.1 (continued)
WORK EXPERIENCE Code: 1 = yes 3 = Under Development
4 = No

DISCRETIONARY ITEMS

Note: The following discretionary items are recommended program characteristics that enhance the quality of educational programs for students. Alberta Education policy documents identify such characteristics by use of the words "should" or "may." For monitoring purposes, discretionary items are used by Alberta Education as a guide for discussion/consultation with jurisdictions, private schools and private early childhood services operators about educational programs.

		COMMENTS
1.	A plan exists for the effective management of the program including staff member responsible and coordination procedures. 1 3 4	
2.	Work experience teacher-coordinators make personal visits to locate work site stations and to assess the work experience and safety of the environment. 1 3 4	
3.	Work experience teacher-coordinators are given scheduled time during the school day/week to carry out program responsibilities. 1 3 4	
4.	Student's term marks and final marks include evaluation by the:	
	a) work experience teacher-coordinator. 1 3 4	
	b) employer. 1 3 4	
5.	Parents and guardians are informed of the nature, expectations and goals of the program, and student progress. 1 3 4	
6.	The school board uses provincial and local monitoring to make adjustments to improve the program. 1 3 4	
7.	Documentation of the results of monitoring conducted by the school jurisdiction is maintained on file. 1 3 4	
8.	Each student maintains a log book of work experience activities. 1 3 4	

OTHER GENERAL COMMENTS:

39

B. AGREEMENTS

For Department Use Only

B 1

PART A

APPLICATION FOR APPROVAL OF WORK SITES/STATIONS

SCHOOL JURISDICTION _____ SCHOOL YEAR _____

SCHOOL _____ DATE _____

ADDRESS _____ SCHOOL CODE _____

POSTAL CODE _____ PHONE NO _____

WORK EXPERIENCE TEACHER-COORDINATOR _____ PHONE NO _____

PROGRAM TYPE (Please Check):

I Work Experience 15 25 35 ☐ ACHOP ☐ Special Project Credits ☐ Work Study Associated With A Course ☐

II Special Education ☐

* * * \

B. 1 (continued)

PART B

APPLICATION FOR APPROVAL OF WORK SITES/STATIONS

THE WORK SITES/STATIONS HAVE BEEN VISITED AND APPROVED BY THE WORK EXPERIENCE TEACHER-COORDINATOR

YES ☐ NO ☐

C.C.D.O. NUMBER (OPTIONAL)	NAME AND ADDRESS OF WORK SITE/STATION	STUDENT DUTIES	SUPERVISOR	NUMBER OF STUDENTS TO BE PLACED

B 2

WORK EXPERIENCE 15/25/35 AGREEMENT

BETWEEN _____ Date: _____, 19_____

A. NAME OF STUDENT _____ S.I.No. _____
(herein called the "Student")

ADDRESS: _____ TELEPHONE NO. _____

AGE: _____ Postal Code: _____ Supervising Officer _____

B. NAME OF EMPLOYER: _____ Telephone No. _____
(herein called the "Employer")

COMPANY ADDRESS: _____

C. THE BOARD OF TRUSTEES OF _____
(herein called the "Board")

WHEREAS:

1. The Board has approved a Work Experience Program for pupils in its school pursuant to section 37 of the School Act.
2. The Employer and the Student have agreed to participate in the said Work Experience Program on the terms and conditions herein set forth.

WITNESSETH:

1. **Period of Agreement;**
The Student shall, from _____, 19____, to _____, 19____, faithfully, honestly and diligently serve the Employer as _____ (Job Title) and devote his/her whole time and attention to such employment during the hours of employment hereunder prescribed.
2. **Hours of Work:**
The hours of employment shall be from _____ to _____ in each day of the week during the term of this agreement except Sundays, statutory holidays, school holidays and any other day upon which the school the Student attends is closed.
3. **Termination:**
Notwithstanding anything herein contained to the contrary, any party hereto may, with or without cause, summarily terminate this agreement without notice.
4. **Supervision:**
During the hours of employment herein set forth the Student shall be under the direct supervision and control of the Employer, provided however, the Employer shall at all times permit the Board or its representatives access to the employment site and the Student.
5. **Work Experience Evaluation:**
The Employer shall at the request of the Board or its representatives, evaluate the Student in the performance of his/her duties hereunder and report such evaluation on a form from time to time provided to the Employer by the Board.
6. **Full-time Employee Tenure:**
Full-time Employee agrees that the employment of the Student hereunder shall in no way affect the job security of any other employee of the Employer, nor the Employers hiring practice with regard to full-time employees.

_____ _____
EMPLOYER STUDENT

_____ _____
BOARD OF TRUSTEES PARENT OR GUARDIAN OF STUDENT

NOTE

1. By Workers' Compensation Regulation AR 427/81, the Students have been deemed to be "workers" of the Government of the Province of Alberta.
2. In the event the Student shall be employed by the Employer outside the scope of this agreement, the Employer and Employee are subject to the Alberta Labour Relations Code, the regulations and orders thereunder.

B.3

WORK STUDY AGREEMENT

BETWEEN Date: _____, 19_____

A NAME OF STUDENT _____ S. I. No. _____
(herein called the "Student")

ADDRESS: _____ TELEPHONE NO. _____

AGE: _____ POSTAL CODE: _____ Supervising Officer _____

B NAME OF EMPLOYER: _____ Telephone No. _____
(herein called the "Employer")

COMPANY ADDRESS: _____

C THE BOARD OF TRUSTEES OF _____
(herein called the "Board")

WHEREAS:

1. The Board has approved a Work Experience Program for pupils in its school pursuant to section 161 of The School Act.
2. The Employer and the Student have agreed to participate in the said Work Experience Program on the terms and conditions herein set forth.

WITNESSETH:

1. **Period of Agreement:**
The Student shall, from _____, 19___, to _____, 19___, faithfully, honestly and diligently serve the Employer as (Job Title) and devote his/her whole time and attention to such employment during the hours of employment hereunder prescribed.
2. **Hours of Work:**
The hours of employment shall be from _____ to _____ in each day of the week during the term of this agreement except statutory holidays, school holidays and any other day upon which the school the student attends is closed.
3. **Termination:**
Notwithstanding anything herein contained to the contrary, any party hereto may, with or without cause, summarily terminate this agreement without notice.
4. **Supervision:**
During the hours of employment herein set forth the Student shall be under the direct supervision and control of the Employer; provided however, the Employer shall at all times permit the Board or its representatives access to the employment site and the Student.
5. **Work Experience Evaluation:**
The Employer shall at the request of the Board or its representatives, evaluate the Student in the performance of his/her duties hereunder and report such evaluation on a form from time to time provided to the Employer by the Board.
6. **Full-time Employee Tenure:**
The Employer agrees that the employment of the Student hereunder shall in no way affect the job security of any other employee of the Employer, nor the Employer's hiring practice with regard to full-time employees.

_____ _____
EMPLOYER STUDENT

_____ _____
BOARD OF TRUSTEES PARENT OR GUARDIAN OF STUDENT

NOTE

1. By Workers' Compensation Regulation AR 427/81, the Students have been deemed to be "workers" of the Government of the Province of Alberta.
2. In the event the Student shall be employed by the Employer outside the scope of this agreement, the Employer and Employee are subject to the Alberta Labour Relations Code, the regulations and orders thereunder.

B.4

AGREEMENT FOR ON-SITE CONSTRUCTION/REPAIR PROJECTS

(Work Study)

Agreement made this _____ day of _____ 19____

Between _____ of _____, Alberta
The Owner(s)

the Board of Trustees Education of the _____ District Division County and its employees, agents and representatives (the Board).

1. In consideration of the Owner (s) providing a site and the necessary materials, paying the Board $_____and agreeing to make no claim against the Board for damages either directly or by third party proceedings, the Board agrees, without charge, and to the extent that in the Board's opinion circumstances permit to ask students to build, construct, or install under the supervision of instructors in the employ of the Board according to plans and specifications (whether formal or informal) agreed upon between the parties, the following:

_____

_____

_____

_____

Address of Project: _____

Alberta

2. The Board agrees to pay $ _____ to its insurer(s) with a request for inclusion of the Owner (s) (as) insured with respect to the project under the Board's liability insurance.

FOR THE BOARD:

_____

_____

_____

THE OWNER(S): (If not signed by each owner the following signature (s) is (are) for all Owners jointly and severally

_____

_____

B.5

PARENT/STUDENT CONSENT FOR WORK EXPERIENCE

Parent's Name _____ Phone _____ (Residence)

Address _____ Phone _____ (Business)

Student's Name _____ School _____

I hereby consent to the above-named student being placed in a registered work site station for the purpose of work experience.

I understand that:

1. The school or the Board shall not be held liable or responsible for the student's transportation to and from the work site station.
2. That there may be no remuneration.
3. Work and examination missed in other classes must be completed.
4. The student will be expected to:
   - be prompt and in regular attendance at work
   - conform to company rules and regulations
   - accept direction and assessments from authorized supervising personnel.
5. Students may be withdrawn from a site station at the request of the employer, by notice to their school's work experience teacher-coordinator.

Signature _____ Date: _____

PARENT/STUDENT CONSENT FOR WORK STUDY

Parent's Name _____ Phone _____ (Residence)

Address _____ Phone _____ (Business)

Student's Name _____ School _____

I hereby consent to the above-named student being placed in a registered work site station for the purpose of work study.

I understand that:

1. There may be no remuneration.
2. Work and examinations missed in other classes must be completed.
3. The student will be expected to:
   - be prompt and in regular attendance at work
   - conform to company rules and regulations
   - accept direction and assessments from authorized supervising personnel.
4. Students may be withdrawn from a site station at the request of the employer, by notice to their school's work experience teacher-coordinator.

Signature _____ Date: _____

C. WORKERS' COMPENSATION ACCIDENT REPORTING PROCEDURES

C. 1

PROCEDURES FOR HANDLING WORKERS' COMPENSATION CLAIM FORMS

All employers should have the **"Employer's Report of Accident or Industrial Disease"** forms and the **"Worker's Report of Accident"** forms, which are supplied to them by the Workers' Compensation Board.

In the event of an accident to a student registered in an approved work experience/study program, the employer is required to fill in the **"Employer's Report"** form and the student (considered the worker) is required to complete the **"Worker's Report"** form.

Employer's Report of Accident or Industrial Disease

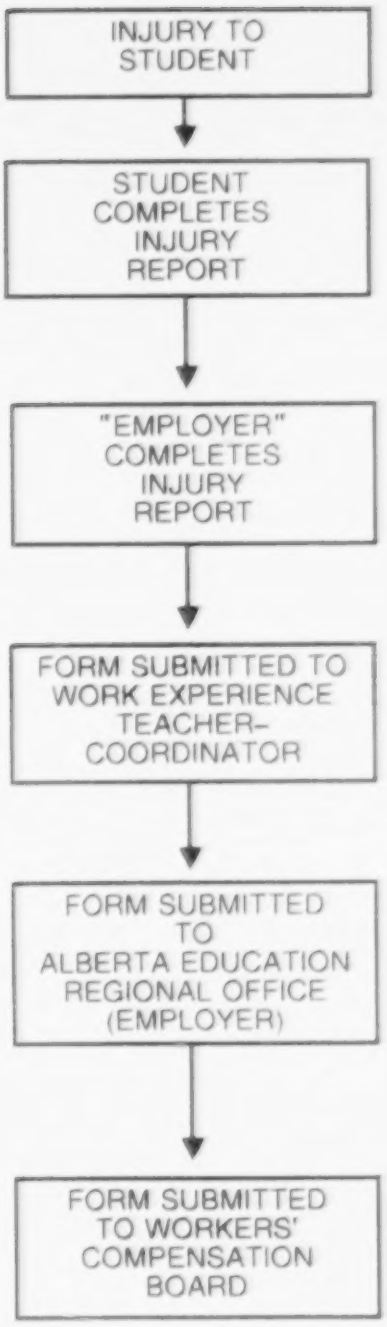
The employer should NOT insert his code or account number on the form, as Alberta Education is deemed the employer in this case and is responsible for Workers' Compensation. On completion of the employer's form, the principal or designate of the school where the student is registered should sign the form at the bottom, indicating the school name. The school's work experience teacher-coordinator should record and forward the Employer's Report of Accident or Industrial Disease form to Alberta Education Regional Office for processing. Alberta Education will then send the form to Workers' Compensation.

The purpose of this procedure is first, to ensure that the claim is on behalf of a student who is enrolled in an approved work experience program and second to enable the accident to be charged against the account of Alberta Education rather than the account of the employer of the student. The work experience/work study teacher-coordinator at the school should ensure a copy of the form is on hand at the school for future reference.

Worker's Report Of Accident

The student should complete the form and submit it to Alberta Education through the work experience teacher-coordinator. Should the student need assistance, the work experience teacher-coordinator or parents may help.

WORK EXPERIENCE PROGRAM INJURY


INJURY TO STUDENT
STUDENT COMPLETES INJURY REPORT
"EMPLOYER" COMPLETES INJURY REPORT
FORM SUBMITTED TO WORK EXPERIENCE TEACHER-COORDINATOR
FORM SUBMITTED TO ALBERTA EDUCATION REGIONAL OFFICE (EMPLOYER)
FORM SUBMITTED TO WORKERS' COMPENSATION BOARD

Report injury where more than one day of work is lost.

Report injury to work experience teacher-coordinator.

Submit the report to Alberta Education Regional Office . Ensure that "work experience" is identified.

Claim for an injury accident is one year from the date of the accident. However, the time may be extended by the Workers' Compensation Board (S.21, Workers' Compensation Act).

In most cases, compensation is not paid.

Contact Occupational Health and Safety if you feel work site/station is not safe.

An employee under the Act cannot sue another employee who is also covered by the Act (no-fault insurance).

INSURANCE COVERAGE

Alberta Education assumes responsibility to cover all bonafide students registered in Work Experience Education programs for Workers' Compensation. This will provide compensation for personal harm due to an accident that may befall the student during the time that he/she is at the work site/station. However, any insurance coverage deemed desirable must be obtained by the student, the school board or the employer. Insurance coverage for students travelling to and from the work site/station is the same as is normally in force for students going to and from school. It is recommended that students involved in work experience consider purchasing student accident insurance.

WCB — PLEASE READ BEFORE COMPLETING THE WORKERS REPORT OF ACCIDENT C 060

WORKERS' COMPENSATION BOARD, ALBERTA

To assure that you receive a fair and equitable rate of compensation, you will be classified as a permanent or a non-permanent worker according to your job conditions. The following information should assist you in completing your report.

EXPLANATIONS

1. Permanent worker means a worker who is employed in a job which is not regularly subject to lay-offs due to seasonal work or lack of work. The worker is usually employed year-round.

   If you are classified as a permanent worker, your compensation rate will be based on your basic hourly, weekly, bi-weekly or monthly rate of pay at the time of the accident. This rate will be paid for the entire period that you are disabled from work.

   Other earnings from a regular nature, such as premiums/differentials, permanent accommodation allowance, etc., are included in the calculation of your compensation rate if they form part of your regular earnings. See Questions B and C.

SAMPLE ONLY
Forms may be obtained from the Workers' Compensation Board Regional Office

2. Non-permanent worker means a worker who is employed in a job which is regularly subject to lay-offs due to seasonal work or lack of work, or who has been employed less than twelve months.

   If you are classified as a non-permanent worker, your compensation rate will be based on your basic hourly, weekly, bi-weekly, etc., rate at the time of your accident. This rate will be paid for any period of disablement during which you would have remained at work had the accident not happened. At the end of twelve months' time, your compensation rate will be adjusted to reflect the annual earnings of a permanent employed worker.

   If you had more than one job at the time of your accident and are disabled from this work, earnings from this employment may be used in the calculation of your compensation rate. Earnings from all your employers during the twelve months before your accident may also be considered. See Question 12., E. You may be asked to forward T4 or Payroll Slips to confirm these additional earnings.

ATTENTION

Information provided in the Employer's and Worker's Report of Accident forms will be used to decide whether you are a permanent or a non-permanent worker. Therefore, it is important that you provide complete answers to Questions 8 through 12 of your report. Please print "not applicable" beside a question that does not apply to your situation.

If you require assistance in completing this form, please call 427-1131, or the Workers' Compensation Board Regional Office nearest you.

EDMONTON CENTRAL OFFICE:	9912 - 107 Street T5J 2S5 TELEPHONE: 427-1131
CALGARY:	132 - 16 Avenue NE T2E 1J5 TELEPHONE: 297-6471
LETHBRIDGE:	212 - 13 Street S T1J 2V4 TELEPHONE: 329-5339
MEDICINE HAT:	623 - 4 Street SE T1A 0L1 TELEPHONE: 529-3624
GRANDE PRAIRIE:	10022 - 102 Avenue T8V 0Z7 TELEPHONE: 538-5421
RED DEER:	208 Center 5010 Building 5010 - 43 Street T4N 6H2 TELEPHONE: 340-5357

For toll free calling, check your local telephone directory.

A C 060

WCB

WORKERS' COMPENSATION BOARD
BOX 2415, EDMONTON, ALBERTA
T5J 2S5

WORKER'S REPORT OF ACCIDENT

PLEASE PRINT YOUR FULL NAME, ADDRESS, SOCIAL INSURANCE NUMBER, EMPLOYER'S NAME AND ADDRESS IN AREA BELOW IF NOT SHOWN CORRECTLY AT RIGHT

LAST NAME

PREVIOUS LAST NAME (IF APPLICABLE)

FIRST NAME(S)

MAILING ADDRESS

POSTAL CODE

MAILING ADDRESS

HEALTH CARE INSURANCE NUMBER | PROVINCE

SOCIAL INSURANCE NUMBER | PHONE | MARITAL STATUS | DATE OF BIRTH | OCCUPATION

EMPLOYER'S NAME | EMPLOYER'S PHONE NO.

1 A DATE AND HOUR OF ACCIDENT — 19 AT O'CLOCK M

B WHEN DID YOU REPORT THE

C WHO DID YOU REPORT TO — TITLE

D IF NOT REPORTED IMMED

E IN WHAT CITY, TOWN OR P

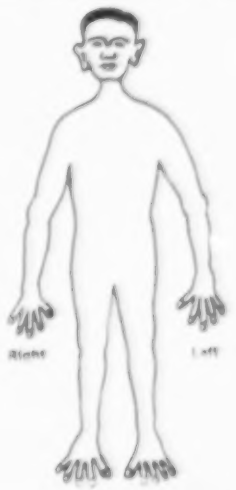
F DID IT HAPPEN ON THE EMI
STATE EXACTLY WHERE

SAMPLE ONLY
Forms may be obtained
from the
Workers' Compensation Board
Regional Office

2 WAS THE WORK YOU WERE DOING FOR THE PURPOSE OF YOUR EMPLOYER'S BUSINESS? YES ☐ NO ☐ — WAS IT PART OF YOUR REGULAR WORK? YES ☐ NO ☐

3 HOW DID THE ACCIDENT HAPPEN AND WHAT INJURY DID YOU RECEIVE? DESCRIBE FULLY (STATE RIGHT OR LEFT, IF APPLICABLE)

MARK PART INJURED



IMPORTANT PLEASE LIST ANY WITNESSES

NAME | ADDRESS

COMPLETE BOTH SIDES - THIS FORM MUST BE SIGNED ON REVERSE

4 DO YOU HAVE PERSONAL COVERAGE WITH THE ALBERTA BOARD? NO ☐ YES ☐ AMOUNT

5 HAVE YOU HAD PREVIOUS CLAIMS WITH THE ALBERTA BOARD? NO ☐ YES ☐

6 HAVE YOU HAD A SIMILAR INJURY BEFORE? NO ☐ YES ☐ EXPLAIN

7 HAVE YOU REPORTED OR CLAIMED THIS INJURY TO ANOTHER BOARD? NO ☐ YES ☐ PROVINCE

8 A ON THE DATE OF THE ACCIDENT WHAT WERE YOUR REGULAR HOURS OF EMPLOYMENT?

FROM TIME A.M. ☐ P.M. ☐ TO TIME A.M. ☐ P.M. ☐

B DATE AND TIME DISABILITY COMMENCED? DAY MONTH 19 TIME A.M. ☐ P.M. ☐

C HAVE YOU ALREADY RETURNED TO WORK? NO ☐ YES ☐ GIVE DATE TIME A.M. ☐ P.M. ☐

D IF YOU HAVE NOT YET RETURNED TO WORK GIVE ESTIMATED LAYOFF LESS THAN 7 DAYS ☐ 7 14 DAYS ☐ MORE THAN 14 DAYS ☐

E WHEN FIT TO RETURN TO WORK IS YOUR EMPLOYMENT SECURE? YES ☐ NO ☐ EXPLAIN

9 WILL YOU CONTINUE TO RECEIVE FULL OR PARTIAL PAY FROM YOUR EMPLOYER NO ☐ YES ☐ EXPLAIN

10 A WHAT WAS YOUR RATE OF PAY AT THE TIME OF YOUR ACCIDENT? $ PER ☐ MONTH ☐ OTHER ☐ EXPLAIN BELOW

B DO YOU RECEIVE BENEFITS IN ADDITION TO THE AP RATE SUCH AS

i SHIFT PREMIUM DIFFERENTIAL

ii PERMANENT ACCOMMODATION

iii VACATION PAY

iv DO YOU RECEIVE OVERTIME ON A REGU

MONTH SHIFT

D ARE YOU AN OWNER OPERATOR?

SAMPLE ONLY
Forms may be obtained
from the
Workers' Compensation Board
Regional Office

11 A DATE YOU WERE HIRED? YEAR

B DOES YOUR WORK CYCLE REPEAT? +0 DO NOT COMPLETE C AND D AS LISTED BELOW

C INDICATE ONE COMPLETE WORK CYCLE HOURS
WORKED PER DAY (INDICATE 0 FOR DAYS O

S	M	T	W	T	F	S

D DATE THE WORK CYCLE COMMENCED?

12 A IS YOUR JOB SUBJECT TO SEASONAL LAYOFFS NO ☐ YES ☐

LACK OF WORK LAYOFFS NO ☐ YES ☐

IF EITHER IS YES ANSWER ITEMS B TO D INCLUSIVE

B TYPE OF EMPLOYMENT SEASONAL ☐ SUMMER STUDENT ☐

CASUAL ☐ APPRENTICE ☐ OTHER ☐

C IF IT WAS NOT FOR THE ACCIDENT, WHAT WOULD BE YOUR EXPECTED

PERIOD OF EMPLOYMENT? FROM TO

D DURING THE PAST 12 MONTH PERIOD PRIOR TO THE ACCIDENT WHAT OTHER EMPLOYMENT EARNINGS OR INCOME DID YOU RECEIVE?

NAME _____ PERIOD FROM _____ TO _____ EARNINGS $ _____

NAME _____ PERIOD FROM _____ TO _____ EARNINGS $ _____

ATTACH LIST IF NECESSARY

E DO YOU HAVE A SECOND JOB? NO ☐ YES ☐ PLEASE SUPPLY NAME OF EMPLOYER AND RATE OF PAY

13 I DECLARE THE INFORMATION IN THIS REPORT TO BE TRUE AND CORRECT I CLAIM COMPENSATION ACCORDINGLY

DATE _____ _____ _____

NAME (PLEASE PRINT) SIGNATURE

THIS DOCUMENT MAY BE EXAMINED BY ANY PERSON WITH A DIRECT INTEREST IN A CLAIM THAT IS UNDER REVIEW OR APPEAL

D. STUDENT RECORDS

D.1

WORK EXPERIENCE MONTHLY TIME SHEET

NAME: _____ MONTH: _____

EMPLOYER: _____

Date	Weekday	Time In	Time Out	Total Hours Today	Accumulated Hours	Employer's Initials (weekly)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						

This time sheet is due on the last day of this month; a new time sheet will be ready for you.

D. 2

Student Employment Activity and Time Record
Work Experience Education Program

Name: _____ School: _____

Employer: _____ Student's Occupation: _____

Week of: _____ | _____ | _____
Year Month Day

Date	Day	Major Activities Performed	Hours worked From	Hours worked To
	MON.	1. 2. 3.		
	TUES.	1. 2. 3.		
	WED.	1. 2. 3.		
	THUR.	1. 2. 3.		
	FRI.	1. 2. 3.		
		Total Hours for Week		
		Previous Hours Worked		
		Total Accumulated Hours		

Supervisor's Comments: _____

Observed Strengths: _____

Suggestions for Improvement: _____

Overall Performance Rating:

1. Unsatisfactory ☐ 2. Below Average ☐ 3. Average ☐ 4. Above Average ☐ 5. Outstanding ☐

_____ Employer's Signature

_____ Student's Signature

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E. WORK SITE STATION VISITATIONS

E.1

WORK EXPERIENCE MONITORING SCHEDULE

Student's Name: _____

I. First Assessment (at 10 – 15 hours)

Date: _____

- any questions about the student or program?
- absences or lates?
- work hours? wages?
- attitude toward work?
- anticipated job duties?

Comments:

II. Second Assessment (at 40 – 45 hours)

Date: _____

- hours to date?
- absences or lates?
- maintaining interest?
- routines and responsibilities established?

Comments:

III. Mid-way Evaluation (at 65 – 70 hours)★

Date: _____

- hours to date?
- mid-way evaluation completed?
- student strengths?
- areas for improvement over the remaining hours?

★ Evaluation to be completed and left at the work site station for discussion with the student.

Comments:

E.1 (continued)

Telephone: _____

Visitation: _____

Date: _____

- total hours?
- interest in work maintained?
- quality of work maintained?
- improvement in areas specified by mid-way evaluation?

Comments:

V. Final Evaluation (written comments encouraged)

Date: _____

- strengths?

- weaknesses?

VI. Summary Appointment with Student

Date: _____

- Work site station analysis

- Thank you letter?

FINAL MARK RECORDED ON STUDENT REPORT CARD

IX. RECOMMENDED PROCEDURES

Assuming Alberta Education regulations and school board policies are in place, it is the teacher–coordinator's responsibility to coordinate a program that meets student, school and community needs.

The teacher–coordinator's responsibility is to facilitate student learning in the classroom before the student's placement at a work station, then monitor the experience to ensure the acquired knowledge is conveyed and expanded on during the work experience placement.

A. Preplacement Preparation

To facilitate preplacement preparation, the teacher–coordinator must visit the work site/station before the student is placed.

1. Student Orientation to Work Experience/Work Study

   a) Work Experience/Work Study regulations should be explained to the student.
      i) board and/or school policies
      ii) hours of work: 7 a.m. to 10 p.m., Monday through Saturday
      iii) insurance coverage maintained by the school system.

   b) Board policies should be explained to the student.
      i) accident reporting procedures and Workers' Compensation coverage (see Section VIII.C.)
      ii) student liability
      iii) student transportation responsibilities.
      iv) days and hours allowed for work experience.

   c) Mark composition of work experience should be explained to the student.
      i) school-based mark
      ii) work site/station-based mark.
      (See Appendix 11, Mark Composition of Work Experience.)

2. Pre-employment Skills Training

   Students need to develop knowledge, skill and performance competency to demonstrate their employment readiness effectively.

   The core of these employment skills is self-awareness; the awareness of one's own needs, interests, abilities, desires, attitudes and values. Students who realize a career direction or interest as a result of self-awareness become self-motivated in their learning and develop a sense of responsibility toward their career plan. A poor understanding of self-awareness is often disguised as employment unreadiness.

Some common factors that hinder students' transition to employment include:

- unrealistic job expectations
- a poor understanding of employer's expectations
- poor work attitudes
- lack of social competency
- limited interpersonal, coping or presentation skills; e.g. interviews, resumes, application forms.

The "Pre-employment Skills Training" course outlined below suggests employment skills that will help students overcome some of the difficulties they face in their transition from school to employment.

Pre-employment Skills Training Outline

a) Self-assessment
   i) Develop a profile of acquired skills, abilities, personal qualities and work habits.
   ii) Identify strengths and weaknesses and how to overcome weaknesses.
   iii) Research types of occupations suitable to personality, interests and strengths.
   iv) Recognize transferable work skills.
   v) Experience a brief exposure to career planning.
   vi) Explore where and how to research "Career Planning" further, e.g. school counsellors, computer career planning program.

b) Employer's Expectations
   i) Identifying employer expectations for entry-level jobs.
   ii) Keeping the job and advancing in the job.
   iii) Being familiar with the Employment Standards Code (1988).
   iv) Organize a "panel discussion" of selected employers to present "employer's expectations" to students (see Appendix 12, Panel Discussion Letters).

c) Job Search Techniques include:
   i) How and where to search for employment (see Appendix 13, Job Search Techniques).
   ii) Targeting or focusing the search on career plans.
   iii) What to look for in a good employer.
   iv) Ways to approach prospective employers.

d) Preparing a Resume includes:
   i) Knowing personal strengths.
   ii) Choosing the type of resume that fits the personal strengths.
   iii) Presenting these strengths on paper in order of importance.
   iv) Targeting or focusing the resume to a particular occupation or job.
   v) Revising the resume until it meets the objectives.

e) Application Forms
   i) Exposure to different types.
   ii) Information required.
   iii) Application forms from the employer's perspective.
   iv) Practice completing different types of application forms.

f) Interview
   i) Types of interview situations.
   ii) Importance of the interview.
   iii) Appearance and etiquette expected by the employer.
   iv) Recognizing different categories and questions, e.g., attitude, skills and training or experience.
   v) Communicating in interviews.
   vi) Learning to explain weaknesses in the positive sense.
   vii) Interview role playing.
   viii) Videotaped interview: analyse and improve (see Appendix 14, Videotaped Interview Practice).
   x) Formal interview arranged with a school administrator or community work site station.
   xi) Practice interview with work experience teacher-coordinator (evaluated).

All research compiled on work experience programs indicates the value of "Pre-employment Skills Training" as a vital component of effective work experience programs. It is the very knowledge with which the student applies and tests his/her self-awareness and competency in the work experience placement. A work experience placement without this prior training limits the learning potential of the situation.

A thorough "Pre-employment Skills Training" course as outlined can range from 20 to 65 hours depending on topic emphasis. Further study in career planning and occupational research can be incorporated by:
- career planning computer programs.
- arranging student/employer interviews for researching specific occupational information.

Depending on school emphasis in preplacement preparation, there are various ways to provide this information to students before the work experience placement. Components of other school courses that might be deemed prerequisite for work experience:
- Occupations 10 (three to five credits).
- an expanded emphasis of the "World of Work" unit within the Career and Life Management (CALM) course.
- if necessary, design a course curriculum that meets the requirements of "Locally Developed Senior High Course Policy" (Reference: ***Guide to Education: Senior High School Handbook***).

Or, the work experience teacher-coordinator can instruct "Pre-employment Skills" as a preplacement classroom component before students begin at their work sites/stations. (See Appendix 15, Pre-employment Skills Checklist.) The time required to complete the "Pre-employment Skills" training can be incorporated into the total 125 hours of the course.

3. Student Input Regarding Placement

A preplacement interview must be established to discuss the student's interests, strengths, career plans and specific reasons for taking work experience. The teacher-coordinator must identify with the student and determine what the student has to gain by doing his/her best in a work placement situation. This information helps the teacher-coordinator determine the most appropriate work site station and helps the student recognize that he or she is the main recipient of the benefits of their efforts.

The student's accessibility to possible work sites/stations is another consideration at this stage. The teacher-coordinator, student and parent must identify transportation alternatives available to the student for work experience placement. Limited transportation alternatives for the student can often compromise the most appropriate placement within the community.

4. Parental Communication

It is important that the parents or guardians are aware of the school's expectations of their son or daughter in a work experience program. The responsibilities of the student must be clearly defined for the parents to acknowledge when they sign the work agreement contract and the parental consent form.

Although the student has legal signing authority of the work agreement contract at age 16, it is important to keep "supporting" parents aware of the student's involvement and progress. It may be the parent, acting on the student's behalf, that the teacher-coordinator will be dealing with if a problem occurs.

Included is an example of a "Parent Letter" (See Appendix 16, Parent Letter) detailing the responsibilities and expectations of the student participating in a work experience program. It is an important courtesy to the students to discuss the "Parent Letter" and review the program expectations before sending the letter home.

5. Recruitment of Work Sites/Stations

Recruiting employers into the program occurs once the teacher-coordinator has determined the types of work placement situations that will be required to meet student needs. It is most effective to contact the prospective employer in person, with a particular student and situation in mind for a placement. It is good practice to set up a 10- to 15-minute appointment for the presentation.

A program overview of anticipated employer questions provides an introduction of the work experience program to determine whether the employer is interested in knowing more about the program. The employer will need to see: program objectives, policies, responsibilities of the work site station, responsibilities of the student and a sample of the student evaluation (see Appendix 8). Whenever possible, include the students' resume with the materials. An attractive presentation folder helps keep the materials in order and imparts a "professional" image to the program.

While the employer is assessing the credibility of the program, it is important for the teacher-coordinator to be assessing the appropriateness of the employer and the business. The most crucial requirements of a good work site station are that the student must be working in a safety-conscious environment and that the work site station supervisor take an active interest in the training of the student.

6. Work Site Station Orientation

The teacher-coordinator should provide the employer with some relevant background information on the student and what the student hopes to gain from the work placement.

a) Responsibilities of the Work Site Station Supervisor
   i) Assist the students at the work site station to do meaningful work according to their abilities.
   ii) Inform the students of all safety requirements, work site station regulations and expectations.
   iii) Report any accidents or injuries involving the student while at the work site station to the teacher-coordinator.
   iv) Inform the teacher-coordinator when the student is absent from the work site station.
   v) Provide constant supervision for the student, preferably "job shadowing" until some basic routines are established.
   vi) Assist the teacher-coordinator by discussing an accurate evaluation of the student as a potential employee.
   vii) Discuss evaluation with student.
   viii) Offer a job reference to the student if one is merited.

b) Student Job Description

The teacher-coordinator needs to secure a job description from the employer indicating the specific tasks that the student will be expected to perform at the work station. Revision of the job tasks will be considered at various stages of the work placement.

The teacher-coordinator should request a tour of the business or work area (if applicable).

c) Work Site station Confirmation Letter should be completed.

7. Student Responsibilities

The student's success at the work site station depends on the student displaying appropriate work habits and interpersonal skills.

These work habits and employer expectations are addressed on two occasions: during the "Pre-employment Skills" (see Appendix 15) and by the "Employer Panel Discussion" on employer expectations (see Appendix 12).

a) School-based Mark Component

The teacher-coordinator assesses the student's preparation work by evaluating:
   i) application forms;
   ii) personal resume;
   iii) formal job interview.

These assignments must be completed before the student is placed at a work site station.

b) Other responsibilities once placement has occurred are:
   i) Forms and evaluations completed and returned promptly;
   ii) Work site station orientation assignment completed;
   iii) Time sheets completed and returned;
   iv) Weekly activity and time records completed;
   v) Thank you letter to the work site station;
   vi) Student evaluation of work site station completed;
   vii) Final assessment of work experience completed.

(See Appendix 11 and Appendix 16)

c) Student Responsibilities Contract

The teacher-coordinator and student need to discuss the school's expectations of the student while stationed in the community. Once all responsibilities are understood the student will sign the "Student Responsibilities Contract." (See Appendix 8.)

B. Placement Procedures

1. Register Work Sites Stations

All work experience sites stations must be registered through the local school jurisdiction and Alberta Education regional offices. The teacher-coordinator must complete:

Part A and Part B of the "Application for Approval of Work Sites Stations" and await confirmation of approval before starting a student at a work site station. (See Section VIII.B.1.)

2. Student Employer Contact

a) Work Site Station Application and Hiring Process

The initial visit to the work site station is an excellent opportunity for students to practise their presentation skills within the employer's actual hiring procedures. The teacher-coordinator may wish to forward a formal letter to the employer to arrange for an interview of the student. (See Appendix 17, Job Interview Letters.)

On completion of the formal interview with the teacher-coordinator, the student may be informed of his/her work station supervisor's name and telephone number. The student's responsibilities are to:
   i) call the employer and set up an interview appointment;
   ii) fill out the employer's application form;
   iii) submit a personal resume;
   iv) present himself/herself on time for the interview;
   v) confirm hours of work experience and any special conditions required by the work site station;
   vi) inform the teacher-coordinator so the work agreement form can be signed by the work site station before work experience begins.

b) Work Site Station Orientation Assignment

Through orientation to the work site station the student and the supervisor can clarify each other's expectations. The work site station orientation assignment simply structures the orientation. (See Appendix 5.)

It is the student's responsibility to know what will be expected of him/her by the employer. The student should submit the assignment to the teacher-coordinator immediately after the initial contact with the work site station supervisor.

c) Work Agreement Form

The work agreement form binds the student, student's parent or guardian, the work experience supervisor and the teacher-coordinator to the terms of the work experience agreement. (See Section VIII.B.2.)

It is mandatory that the original copy is returned and kept on file with the teacher-coordinator before the student beginning at his/her work site station. The student and the employer each receive their copy of the original.

3. Monitoring

Monitoring work placement effectiveness and student progress at the work site station is the teacher-coordinator's most important responsibility. Monitoring procedure is covered extensively in Section VIII.D.3.

a) Visitation Schedule

The teacher-coordinator's visitation schedule to the work site station should be as frequent as necessary to ensure and enhance the learning experience for the student. (See Appendix 7.)

b) Student Records

i) Time sheets
Students are responsible to update and maintain their own time sheets on a daily basis. The time sheet requires the supervisor's signature once a week. The time sheets are to be turned in to the teacher-coordinator at the end of each month. (See Appendix 18, Work Experience Time Sheet.)

ii) Weekly or monthly log records
Students are required to maintain a daily log of tasks and responsibilities throughout their work experience placement. The weekly "Employment Activity and Time Record" (see Appendix 19, Student Employment Activity and Time Record) is an excellent log supplement because it requires feedback and appraisal by the work site station supervisor on a daily and weekly basis.

4. Student Evaluation

Formal written evaluations are completed by the work site station supervisor, generally with guidance from the teacher-coordinator. The student is evaluated on: work habits, attitudes, performance, communication and interpersonal skills. Comments are always encouraged to provide more specific detail to the evaluation. Student evaluation is covered extensively in Section VIII.D.6.

a) Mid-Way Evaluation

The mid-way evaluation should be completed by the work site station supervisor at the midway point of the work experience placement. "Areas for improvement" are the main consideration for the second half of the student's experience. It may be applicable for the teacher-coordinator to suggest some progressive steps for improvement to help the student meet the employer's expectations. The employer must review the evaluation with the student and have the student return it to the teacher-coordinator. (See Appendix 20, Midterm Work Experience Evaluation.)

b) Final Evaluation

The final evaluation is to be completed with the teacher-coordinator near the completion point of the placement. The employer should review it with the student on the last day of the work placement. The final evaluation is more detailed than the mid-way evaluation and requires the employer's judgment as to the employability of the student. (See Appendix 21, Work Experience Evaluation)

The original copy of the evaluation form should be returned to the student to be used as a reference.

C. **Work Experience Summary Session**

1. Student Self-evaluation of Practical Work Component

It is valuable for the student to review and evaluate his/her performance as a summary of work experience. It is valuable for program evaluation to identify specific learning as recognized by the student.

2. Student Evaluates School Program and Effectiveness of the Work Site Station

If work experience programs are designed to meet student needs, it is the students' feedback regarding programs and work site station effectiveness that is most valuable to the teacher-coordinator. (See Appendix 6.)

3. Thank You Letter to Work Site Station

Not only is the "thank you letter" good public relations, it is also a worthy summary exercise for the student to review their work experience and their specific appreciation to the employer. (See Appendix 22, Thank You Letter Format.)

It is also important for the teacher-coordinator to forward a thank you letter to the work site station, to express the school's appreciation of the time invested in the program by the employer.

D. Work Site/Station Recognition and Appreciation

The services and support provided by work site/station supervisors and their staff should be acknowledged with expressions of appreciation from student and school staff. Some ideas for providing recognition include:

1. Hosting a special appreciation event such as a breakfast, brunch, lunch or dinner. (See Appendix 23, Work Experience Appreciation.)
2. Feature work site/station profiles in the school newsletter or the local newspaper.
3. Invite supervisors to tour school facilities, meet school staff and attend school functions.
4. Send greeting cards at special times of the year.
5. Display lists of participating work sites/stations during open house evenings or parent/teacher interviews.
6. Place a "Thank You For Your Support" advertisement in the local newspaper, listing all participating work sites/stations.
7. Send or present certificates of appreciation to all participating employers. (See Appendix 6.)
8. Send letters of appreciation from students and teacher-coordinator. (See Appendix 23.)

Moan, Arvid P. ***Perspectives on Work Experience Programs***. Vancouver: University of British Columbia, November 1987.

Place: Guided Steps to Employment Readiness. Ottawa: Employment and Immigration Canada, 1981.

Place: The Negative Effects of Inappropriate Job Placement. Ottawa: Employment and Immigration Canada, March 1981.

The School Work Connection: Adjusting to Your First Job. Edmonton: Career Services Branch, Alberta Manpower, 1984.

So What's An Entrepreneur Anyway? Edmonton: Alberta Manpower, Career Information Services (Pamphlet).

Starr, Donna, ed. ***Career Trends 85-86***. Calgary: Calgary Board of Education, September 1985.

Stay Ahead With a Good Attitude. Edmonton: Alberta Career Development and Employment, 1987.

Women at Work: Making It In Two Worlds. Edmonton: Career Services Branch, Alberta Manpower, 1984.

X: ADDITIONAL LEARNING RESOURCES

None of the titles have been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit department approval for use. These titles are provided as a service only to assist local jurisdictions to identify potentially useful learning resources. The responsibility to evaluate these resources before selection rests with the local jurisdiction.

Amundson, Dr. N. and Dr. W. Morgen. ***At the Controls; Charting Your Course Through Employment***. Scarborough: Nelson Canada, 1987.

Barnes, Bruce and Jim O'Connor, ed. ***Manual for Cooperative Work Study Programs***. Toronto: U. of T., Guidance Centre, 1987.

Bessart, Carol, Sharon D. Crozier and Claudio Violato. ***Career and Life Management***. Edmonton: Weigl Educational Publishers Limited, 1988.

Bissonnette-Lamendella, Denise. Pathways: ***A Job Search Curriculum***. Northridge, California: Milt Wright and Associates, 1987.

Bolles, Richard N. ***What Colour is Your Parachute?*** Berkeley: Ten Speed Press, 1988.

Christ, Henry I. ***The World of Careers***. New York: Globe Book Company, Inc., 1979.

Changing Course Midstream: Making a Midlife Career Change. Edmonton: Career Services Branch, Alberta Manpower, 1984.

Creative Job Search Techniques. Ottawa: Minister of Supply and Services Canada, 1987.

The Easy-to-Read Career Planning Guide. Edmonton: Alberta Career Development and Employment, 1986.

Guide for Work Education in Manitoba's Public Schools. Winnipeg: Vocational Education, Department of Education, September 1973.

It's About Time to Start Thinking About Your Future. Edmonton: Alberta Career Development and Employment, 1987.

Job Futures: An Occupational Outlook for Alberta. Ottawa: Minister of Supply and Services Canada, 1986.

Job Futures: An Occupational Outlook to 1992. Ottawa: Minister of Supply and Services Canada, 1986.

Job Seekers' Handbook. Edmonton: Alberta Career Development and Employment, 1986.

Kids and Careers: A Parents' Guide to Career Planning. Edmonton: Alberta Advanced Education and Manpower, 1982.

XI: LIST OF REGIONAL OFFICES OF ALBERTA EDUCATION

Calgary Regional Office
Room 1200, Rocky Mountain Plaza
615 Macleod Trail, S.E.
Calgary, T2G 4T8
Phone: (403) 297-6353
FAX 297-2842

Edmonton Regional Office
7th Floor, Westcor Building
12323 Stony Plain Road
Edmonton, T5N 3Y5
Phone: (403) 427-2952
FAX 422-9682

Grande Prairie Regional Office
5th Floor, Nordic Court,
10014-99 Street
Grande Prairie, T8V 3N4
Phone: (403) 538-5130
FAX 583-5135

Lethbridge Regional Office
Provincial Building
200-5th Avenue, South
Lethbridge, T1J 4C7
Phone: (403) 381-5243
FAX 181-5734

Red Deer Regional Office
3rd Floor West, Provincial Building
4920-51 Street
Red Deer, Alberta
T4N 6K8
Phone: (403) 340-5262
FAX 151-5305

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PROGRAM PLANNING AND IMPLEMENTATION CHECKLIST FOR WORK EXPERIENCE PROGRAMS

1. Board motion to offer Work Experience Program in jurisdiction ☐

2. Board motion designating signing authority for programs ☐

3. Superintendent develops policy for Work Experience Program
   OPTION: Apply to Alberta Education Regional Office director for authorization to locally approve work experience sites stations ☐

4. Work Experience teacher-coordinator identified for each school ☐

5. Organizational plan developed for each school ☐

6. Identify work sites stations in community ☐

7. Application for approval of work sites stations
   a) Submit to Alberta Education regional office director for approval **OR**
   b) Submit to superintendent board designee for approval ☐

8. In-school orientation ☐

9. Develop learning expectations for each student ☐

10. Student checklist ☐
    - Student Application Form _____
    - Consent Form _____
    - Contract _____
    - Job Description _____
    - Evaluation _____

11. Work Experience teacher-coordinator monitor evaluate as necessary ☐

12. Annual evaluation
    a) Submit to superintendent designee **OR**
    b) Submit to Regional Office director ☐

alberta federation of labour

Policy Statement

working for a better alberta

Work Experience

Work Experience Programs are authorized programs implemented in various school systems throughout the province, where students are temporarily placed in real job situations in order to become familiar with the working world. The programs are intended to supplement the students' learning activities in school and they constitute credit courses. Thousands of students in all the major centres are currently participating in these programs.

The principles behind work experience are sound:

- all learning does not take place in the confines of the classroom;
- learning placed in the context of actual experience becomes more relevant and therefore effective;
- students are given an opportunity to assess perceived ambitions based on the reality of actual work experience;
- students will ultimately be more employable as a result of their experience.

Despite these obvious benefits, labour has viewed the programs with some amount of scepticism. The reasons are many and varied and this statement would not be complete without addressing some of our concerns. The following list, though not exhaustive, represents some:

(a) We fear the possibility of exploitation of children as a source of cheap labour. The labour movement cannot condone even the remote possibility of child labour — a practice which we fought long and successfully against.

(b) A similar fear exists in relation to the first. There exists a possibility of work experience programs resulting in a loss of jobs for adult workers. This particular issue takes on a special significance during adverse economic conditions and for some specialized areas of the work force.

(c) Labour is concerned about the legal responsibilities of school boards and employers. Are they such that they protect the student? e.g. workers' compensation, accident and life insurance, etc.

(d) We are concerned about the nature of the training. In other words, are students actually being given useful training or are they being placed in jobs reflecting administrative needs rather than those of the students.

(e) Another concern of labour revolves around the subject of payment of students on work experience. By not paying them do we encourage the use of students for the purpose of production and corporate profit? On the other hand, payment for work designed as an enriching, learning experience, as a part of a credit course, is a questionable practice.

(f) Whether the programs articulate with currently existing internal apprenticeship programs is yet another concern.

These concerns are all legitimate yet are largely a result of lack of information on the part of the labour movement. The programs have been developed and implemented without the participation of organized labour in this province. We will not have that necessary participation until we agree to a policy, stating guidelines under which we are prepared to work with the school boards.

The policy, therefore, must be one of conditional support as outlined in the recommendations to follow.

The Alberta Federation of Labour endorses work experience in our schools on the principles outlined earlier in this paper. In order to ensure that the programs meet these objectives, we recommend that organized labour co-operate on the following conditions:
tions:

1. A clear distinction between work experience as an enrichment element of an education program as opposed to students participating in the work force under the age of 16 must be maintained. Work experience should never give employers an opportunity to exploit our children. The programs we endorse are those authorized by the school systems which permit supervised periodic absenteeism as part of a course of study, the objective of which is to supply additional learning opportunities within a given subject.
2. School boards should establish work experience committees composed of representatives of

labour, management and education to advise work experience co-ordinators.

3. Work experience programs should never be implemented or maintained in situations where employees are currently laid off.
4. Any work experience program must make as its prime objective, the matching of student skills needed to the placement of the student. The particular work experience should be seen as an integral part of a credit.
5. Programs should be instituted only where working conditions conform to provincial safety requirements. Safety equipment should be provided to the student by the employer or the school board.
6. Boards of education should ensure that students will be covered by Workers' Compensation. In addition, they should carry extra insurance to cover the student in the event of accident or death.
7. Work experience coordinators must closely monitor the placement of students to ensure that students work under direct and constant supervision of a permanent employee.
8. All programs must be constantly monitored for validity (as in #1 and #4) and working conditions. In conjunction with this, a sub-committee of the education committee should be struck to act as a coordinating body. This committee should communicate with school boards, affiliates and the education committee in order to ascertain views of current programs, plans and problems.
9. School boards should ensure adequate monitoring of students and programs by hiring full-time and part-time coordinators.
10. In normal working situations, job-oriented activities include the total complex actions in which the employee is involved during the working day. For example, in many plants, arrangements are made through collective bargaining for trade union activity. Similarly, work experience must make provision for the familiarization of the student with trade union activities as an integral part of working life.
11. In the case of programs lasting longer than two weeks, or those falling into the category of work study or co-operative education programs, the students may be exempt from the terms of the collective agreement, but must be subject to the terms of a memorandum of agreement in accordance with this statement and must include a statement of the terms of student reimbursement acceptable to the union, the employer and the school board. In the case of the shorter, less intensive work experience, these stipulations need not be met.
12. These guidelines should be circulated to all labour councils and affiliates.

SAMPLE WORK EXPERIENCE PROGRAM
POLICY AND PROCEDURES

1.0 POLICY

1.1 The Board of Education of the County of Parcener No. 69 supports the provision of work experience opportunities through school-community partnerships to help students acquire knowledge, skills and attitudes and gain practical experience related to life skills and career opportunities.

2.0 DEFINITIONS AND REQUIREMENTS

2.1 Work Experience Education is defined as:

"Work study" means experiential learning integrated with a course undertaken by a junior or senior high school student:

a) as an integral part of an approved school course or program, e.g., Word Processing 30, IOP, etc.,
b) under the cooperative supervision of a teacher-coordinator and the employer,
c) where no additional credit is given; and

"Work experience" means experiential learning undertaken by a senior high school student:

a) as an integral part of a planned school program;
b) under the cooperative supervision of a teacher-coordinator and the employer; and
c) that constitutes a separate course based on 25 hours per credit.

2.2 The work experience program consists of three courses: Work Experience 15, 25 and 35. There are no prerequisites for these courses. Students may obtain three or five high school credits in each of these three work experience courses providing they have successfully completed a minimum of 25-hours for each credit.

2.3 Work study is non-credit with flexibility in the number of hours and in the number of times a student may register in the program.

2.4 Students shall comply with the age requirements under the Employment Standards Code, S.A., 1988, Chapter E-10.2 in order to participate in work experience education.

2.5 Work experience education shall be carried out under the supervision and guidance of a professional staff member.

2.6 Work experience education shall be evaluated by the supervising teacher-coordinator. The means of evaluation shall be conveyed to the student and the employer, as approved by the principal.

2.7 The work experience teacher-coordinator shall specify learner expectations for each student in consultation with the student and the employer.

2.8 Work experience education shall include an in-school job orientation and debriefing component to facilitate the development of knowledge, skills and attitudes that students must acquire in order to enter, adjust and advance in a career.

2.9 The work experience teacher-coordinator shall determine that a work site station is acceptable. An approved work station must meet the following criteria:

2.9.1 A trade, occupation or profession will be represented.

2.9.2 A supervising person who is qualified in the trade or occupation will give direction to and supervise the student.

2.9.3 The supervising person will have time to supervise and give direction to the student.

2.9.4 The work site station will be acceptable in terms of Employment Standards Code, Canada Department of Labour Legislation, Occupational Health and Safety Act, Workplace Hazardous Materials Information System, local standards and other legislated requirements.

2.9.5 The work experience is acceptable to the school principal and to the parents of the student in terms of its educational content.

2.10 For students registering in Work Experience Education, the school shall have:

2.10.1 The work sites stations approved by the superintendent or board-approved designee. Copies of the "Application For Approval Of Work Sites Stations" are available from Central Office.

2.10.2 The "Agreement for Work Education Program" in place with signed approval of parent guardian, employer and participating student. Copies of the "Agreement for Work Education Program" are available from Central Office.

2.10.3 The student shall purchase school insurance (i.e., Seaboard or any other equivalent).

2.11 The superintendent of schools or designee shall make an annual evaluation of the program that shall be in the form of a written report to the school board.

2.12 The Work Experience Education Policy shall be made available to students, parents and other stakeholder groups.

2.13 The Work Experience Program shall be monitored every five years in keeping with Alberta Education's monitoring expectations.

3.0 PROCEDURES

3.1 The annual "Application For Approval of Work Sites Stations" shall be completed by the school, preferably in the spring for the following school year. This form shall be approved and signed by the superintendent of schools or designee.

3.2 The "Agreement for Work Experience Education Program" shall be signed by the employer, the student worker, the parent guardian and the work experience teacher-coordinator.

3.3 The annual "Application for Approval of the Work Sites Stations" and the "Agreement for Work Experience Education Program" signed by all parties as named in Procedures 3.2 shall be on file at the school before students are placed in work site stations. A copy with the original signatures shall be kept at the school. Protection under the Workers' Compensation Act and the board's liability is not in effect, nor are employers exempt from paying the minimum wage, until the "Application for Approval of Work Sites Stations" is approved.

3.4 The superintendent of schools or designee shall receive the following information before the implementation of the school's Work Experience Education Program:

3.4.1 A copy of the annual "Application for Approval of Work Sites Stations."

3.4.2 A list of all students participating in the program and their program placements.

3.5 In the case of a student working after 6:00 p.m. and/or on Saturdays, the work experience teacher-coordinator shall make available to students and employers a telephone number where someone responsible for the program can be reached.

3.6 Students who are 12 and 13 years of age may participate in an approved Work Study Program in the following general areas:

3.6.1 Office and clerical work (delivery, filing, duplicating, telephone, receptionist, messenger).

3.6.2 Cashiering and selling.

3.6.3 Price marking, tagging, assembling orders, packing, shelving, rotating stock, receiving goods, arranging displays.

3.6.4 Bagging and delivery of merchandise.

3.6.5 Libranan's helper.

3.7 The working hours for senior high school work experience students are restricted to 7:00 a.m. to 10:00 p.m., Monday through Saturday. The junior high school Work Study Program hours are from 8:30 a.m. to 4:30 p.m. Monday through Friday. The exemption from the minimum wage by the Employment Standards Branch, Alberta Labour, and Workers' Compensation Board coverage by Alberta Education applies only during these hours.

3.8 A supervising teacher shall contact the work experience site/station once a month over the period of the work experience placement. The principal and the supervising teacher-coordinator shall ensure that adequate supervision is provided for students in Work Study sites/stations.

3.9 An annual evaluation report shall be prepared by the school. This report shall be submitted to the superintendent of schools or designee by June 30 and shall include:

3.9.1 Enrolment figures for work experience courses and work study programs.

3.9.2 Problems encountered and methods used to deal with them.

3.9.3 Innovations to the program.

3.9.4 Feedback received from business.

3.10 An annual report combining the information from each school's annual evaluation of the Work Experience Program shall be prepared by the superintendent of schools or designee and provided to the school board.

3.11 The Work Experience Education Policy shall be kept current and systematically reviewed under the direction of the superintendent of schools or designee, based on consultation with any one or more of: the board, high school principals, the teacher/board advisory committee, teachers, students, parents or other stakeholders.

3.11.1 The superintendent of schools or designee shall initiate the review process.

3.11.2 The review process shall be undertaken every three years or sooner if the need arises.

3.11.3 The superintendent of schools or designee shall establish a timeline for completion of the revisions.

3.12 In the case of a Workers' Compensation Board claim, the work experience teacher-coordinator shall submit the necessary forms to the superintendent of schools or designee. The superintendent or designee will then submit the forms and a copy of the approved "Application for Approval of Work Sites/Stations" to the appropriate regional office of education, Alberta Education for processing and filing with the Workers' Compensation Board.

WORK SITE/STATION JOB DESCRIPTION and LEARNER EXPECTATIONS

Name of Work Station: _____

Address (P.O. Box No. and or Street No.): _____

Person or persons supervising and or evaluating work experience students:

1. _____ 3. _____

2. _____ 4. _____

A. List of tasks and or duties to be performed at this work site/station by work experience students:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

B. Skills expected to have been mastered by student at completion of 75-125-hour program:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____

Signature _____

WORK SITE/STATION ORIENTATION ASSIGNMENT

Student Name: _____

When you meet with your work site station supervisor, it is your responsibility to complete the following questions as your work site station orientation. You may ask your supervisor directly, if necessary.

1. What is the business or company name?
2. What is the first and last name of your supervisor?
3. What is the name and telephone number of the person you should contact if you are absent or late?
4. What are the company or business hours of work?
5. What is the purpose or function of the business or company?
6. What is the organizational structure of the business or company? (e.g. department(s), supervisor(s), manager(s), owner/president, etc.)
7. What are the specific health and safety rules that apply to your particular work area?
8. What are the times and durations of lunch and breaks?
9. What are the company or business policies pertaining to regular employees regarding:
   (a) attendance?
   (b) punctuality?
   (c) dress code?
   (d) telephone use?
   (e) parking?
10. What are your initial duties or tasks as described in your job description?

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WORK EXPERIENCE SUMMARY

A. EFFECTIVENESS OF SCHOOL PROGRAMS

1.	Had you experienced any part-time or seasonal work before your work experience placement?	YES	NO
2.	Would you have chosen to participate in work experience if it were not a program requirement?	YES	NO N.A
3.	Were the work experience course requirements and mark distribution made clear to you at the beginning of the course?	YES	NO
4.	Did you choose your work experience placement with regard to your present career plans?	YES	NO
5.	Did you feel your parents were aware and supportive of you participating in the program?	YES	NO
6.	Did you feel you had sufficient input into choosing your work experience placement?	YES	NO
7.	Do you feel you have a better understanding of this occupation as a result of the Work Experience Program?	YES	NO
8.	Did work experience contribute to a better understanding of your capabilities?	YES	NO
9.	Are you more aware of employer expectations of new employees in an entry level job position?	YES	NO
10.	Do you feel your Career and Life Management course helped you develop a better understanding of the following employment related areas:		
	(a) Career planning and decision making?	YES	NO N.A
	(b) Self awareness remployment related strengths and weaknesses)?	YES	NO
	(c) Completing application forms?	YES	NO
	(d) Developing a resume?	YES	NO
	(e) Effective job searching techniques?	YES	NO
	(f) Interviewing process?	YES	NO
11.	Do you feel you are more confident in applying for a job?	YES	NO
12.	Do you feel your vocational training has helped you to develop good work habits and skills?	YES	NO
13.	Do you feel your academic training has helped you to develop good work habits and skills?	YES	NO
14.	Do you feel you will likely pursue employment in the area of your vocational training?	YES	NO

B. EFFECTIVENESS OF THE WORK SITE STATION

15. Did you feel sufficient time was spent introducing you to the job by your work site station supervisor?	YES	NO
16. Did you feel the employer clearly expressed his/her expectations of you as an "employee in training" for this job?	YES	NO
17. Did you feel sufficient time was spent by your supervisor and co-workers giving you direction?	YES	NO
18. Did you feel there was a sufficient variety of tasks assigned to give you a clear understanding of the job?	YES	NO
19. Did you find the assigned tasks suitable for your capabilities?	YES	NO
20. Did you feel your supervisor and co-workers assisted you to refine your skills?	YES	NO
21. Did you feel your work habits improved with this experience?	YES	NO
22. Did you feel the accuracy and quality of your work improved with this experience?	YES	NO
23. Did you feel you observed and understood some of the day to day functions of a business or community service?	YES	NO
24. Did you feel the work site station encouraged a safe working environment?	YES	NO
25. Did you feel the other employees accepted you on the job?	YES	NO
26. Did you realize the necessity for self discipline in learning to work effectively with other employees?	YES	NO
27. Do you realize your success depends on your efforts?	YES	NO
28. Do you feel you will be a successful employee?	YES	NO

STUDENT'S NAME: _____

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WORK EXPERIENCE MONITORING SCHEDULE

Student's Name: _____

I. First Assessment (at 10 – 15 hours)

Date: _____

- any questions about the student or program?
- absences or lates?
- work hours? wages?
- attitude toward work?
- anticipated job duties?

Comments:

II. Second Assessment (at 40 – 45 hours)

Date: _____

- hours to date?
- absences or lates?
- maintaining interest?
- routines and responsibilities established?

Comments:

III Mid-way Evaluation (at 65 – 70 hours)*

Date: _____

- hours to date?
- mid-way evaluation completed?
- student strengths?
- areas for improvement over the remaining hours?

* Evaluation to be completed and left at the work site station for discussion with the student.

Comments:

IV. **Optional Assessment (at 90 – 95 hours)**

Telephone: _____

Visitation: _____

Date: _____

- total hours?
- interest in work maintained?
- quality of work maintained?
- improvement in areas specified by mid-way evaluation?

Comments:

V. **Final Evaluation (written comments encouraged)**

Date: _____

- strengths?

- weaknesses?

VI. **Summary Appointment with Student**

Date: _____

- Work site station analysis

- Thank you letter?

FINAL MARK RECORDED ON STUDENT REPORT CARD.

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APPENDIX 8:

WORK EXPERIENCE ORIENTATION PACKAGE:

FORMS AND LETTERS

(pages 103 – 134)

BEV FACEY
COMPOSITE HIGH SCHOOL

JAMES B. SAWCHUK - PRINCIPAL
TERRY J. BANFIELD - ASSISTANT PRINCIPAL
STUART ADAMS - ASSISTANT PRINCIPAL
ERNIE E. LEECK - VICE PRINCIPAL

99 GLEN ALLAN BOULEVARD
SHERWOOD PARK, ALBERTA
T8A 4V5
TELEPHONE (403) 467-0044

WHAT IS WORK EXPERIENCE?
A high school program in which students spend part of their school day in the work force doing meaningful work.

WHAT ARE THE WORKING HOURS?
The hours are as flexible as the student's timetable. The student may work between 7:00 a.m. and 10:00 p.m. on regular school days.

*There are three recognized courses: Work Experience 15, 25, and 35. Each course requires 75 hours for 3 credits or 125 hours for five credits.

WHAT IS THE WAGE FOR THE STUDENT?
Work experience employers are exempt from having to pay students the minimum wage.

*Once a good student worker has become efficient at the tasks you have assigned, our program encourages a minimum wage of $1.00 per hour to cover the student's incidental expenses.

WHAT ARE THE EMPLOYER'S RESPONSIBILITIES?
The employer must assist the student to do meaningful work, provide adequate supervision and assist with the student's evaluation process.

HOW IS THE STUDENT INSURED IF INJURED ON THE JOB?
The student is covered by Workers' Compensation through the County of Strathcona and the Department of Education; any injuries must be reported to the school.

WHO IS THE COORDINATOR AT BEV FACEY HIGH SCHOOL
Dale Gullekson can be contacted at any time about the program or any students in the program. (School: 467-0044, Home: 922-5301)

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BEV FACEY
COMPOSITE HIGH SCHOOL

JAMES B. SAWCHUK - PRINCIPAL
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WORK EXPERIENCE EDUCATION PROGRAM

Work Experience Education integrates a student's academic study and related work experience with cooperating employers in the appropriate fields of business, industry, government, social services and other professions.

The Work Experience Education Program is functional in providing directions for career choices, effective use of the community as a realistic learning resource and generally by making students more employable through increased entry level job skills.

WORK EXPERIENCE PROGRAM POLICIES

OBJECTIVES OF THE WORK EXPERIENCE PROGRAM

The objectives of the work experience program are that the students will:

(a) have an opportunity to participate in meaningful work.

(b) realize the importance of developing acceptable work habits and the need for self-discipline in the work place.

(c) develop an understanding of positive attitudes for getting along in the work force.

(d) to observe employer and employee relationships in a work setting.

(e) put into practice acquired knowledge of application forms, references, resume and job interview situations.

(f) be enabled to explore career opportunities at the source.

(g) generally receive assistance in making the transition from school to the working world.

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RESPONSIBILITIES OF THE EMPLOYER (Work Experience)

1. Assist the students at the work site station to do meaningful work according to their capabilities.
2. Provide an opportunity for the student to experience or practise your formal hiring process.
3. Provide a "new employee orientation" opportunity informing the student of your job performance expectations and safety regulations.
4. Report any student absence without prior notification regarding the absence to the Work Experience coordinator.
5. Provide constant supervision for the student, preferably "job shadowing" until some basic routines are established.
6. Assist the Work Experience coordinator with an evaluation of the student's work habits and job performance skills.
7. Offer a job reference to the student if one is merited.

ADVANTAGES FOR EMPLOYER (Work Experience)

1. An interested and partly skilled student worker at little or no expense is added to the company or business.
2. There is an opportunity to help select and prepare new workers for effective job performance within the work force.
3. The program provides the company with a no-cost training program that can be integrated with their own.
4. An excellent source of trained part-time and potentially permanent human resources is prepared for the workplace.
5. The program provides a mutually important link between the business community and the school.

RESPONSIBILITIES OF THE STUDENT (Work Experience)

1. Complete the following requirements before being placed at a work site station:
   a) a typed personal resume
   b) a prearranged practice interview
   c) all necessary forms completed and signed.

2. The student should recognize this learning experience as an opportunity to establish his/her credibility as a good worker as opposed to expecting a wage. Employment experience, an employer reference and high school credits are the rewards of this program.

3. As expected in any employment situation the student must notify their employer of an absence before every occurrence. The school and work experience department are to be notified as well.
   Note: If the courtesy of reporting one absence is neglected, the work experience contract will be terminated without further warning.

4. The student should try to accept all corrections and constructive criticism in a gracious manner regardless of the situation.

5. The student will recognize and respect the confidentiality of the work site station. Matters that pertain only to the work site station and staff will not be discussed outside the work station. Genuine concerns regarding the work station will be discussed only with the work experience coordinator.

6. If the student encounters an accident or an injury while at the work site station, it must be reported immediately to the supervisor and then the work experience coordinator.

7. The student accepts responsibility for conveying himself/herself to and from the work station.

I have read and understand my responsibilities.

_____ Date: _____

Student's Signature

ADVANTAGES FOR THE STUDENT (Work Experience)

1. When theory and practice are more closely integrated the students usually find greater meaning and motivation in school.
2. Students develop an appreciation of good work habits in the work environment.
3. Most students develop a greater understanding of people through their association with co-workers (human relationship skills).
4. Students receive a better understanding of marketable employment skills and employment opportunities.
5. Work experience contributes to a greater sense of responsibility and confidence in students' judgment and ability.
6. If merited, the student may receive a very important job reference from the employee.

BEV FACEY
COMPOSITE HIGH SCHOOL

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STUART ADAMS - ASSISTANT PRINCIPAL
ERNIE E. LEACH - VICE PRINCIPAL

WORK EXPERIENCE

EVALUATION PROCEDURE

The Work Experience placement is an opportunity to use the community as an effective resource for career planning, interest and skill assessment. It also functions to help the student become more aware of employers' expectations of new employees on the job and the opportunity to develop and demonstrate good work habits.

It is your standards on which the student is being evaluated and therefore vitally important that you discuss this evaluation with the student. Your specific compliments and concerns must be expressed if the student is to understand and meet your expectations.

Your time and concern for these individuals in this component of their education is greatly appreciated and valued by our students and school programs. Thank you again for your cooperation

Yours truly,

D. A. Gullekson
Work Experience Coordinator

DAG:bw

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MIDTERM WORK EXPERIENCE EVALUATION

Name of Student: _____ Date of Rating: _____

Work Station: _____ Student's Job Title: _____

Work Experience hours completed to date ____	Exceeded Job Requirements 1	Met All Job Requirements 2	Met Minimum Job Requirements 3	Did Not Meet Job Requirements 4	Consider any improvement areas for the remaining hours. Comments are encouraged.
Attendance and Punctuality					
Ability to Learn					
Accepts Responsibility					
Initiative					
Accuracy and Quality of Work					
Speed in Performing Duties					
Makes Use of Working Time					
Attitude Toward Supervisor					
Attitude Toward Co-workers					
Safe Use of Equipment					
Personal Appearance					

Midterm Work Experience Evaluation (continued)

Comments:

1. Observed strengths:

2. Suggestions for improvement:

Signature: _____ Position: _____

BEV FACEY
COMPOSITE HIGH SCHOOL

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STUART ADAMS - ASSISTANT PRINCIPAL
ERNIE LEECH - VICE PRINCIPAL

WHAT IS WORK STUDY?
A program involving high school students who spend part of their school day on the job, doing meaningful work.

WHAT IS THE WAGE FOR THE STUDENT?
There is no wage for the student while the student is registered in the program. The student is gaining experience and receiving credits in the related course.

WHAT ARE THE EMPLOYER'S RESPONSIBILITIES?
Primarily, the employer must assist the student to do meaningful work, must report all accidents and injuries, and must assist in the evaluation of the student.

WHAT WILL BE THE DURATION OF THE STUDENT'S PLACEMENT ON THE JOB?
The student will be placed at the work station for a two to four week period depending on what is arranged with the employer.

WHAT IS THE INSURANCE COVERAGE FOR THE STUDENT INJURED ON THE JOB?
Students employed under an approved cooperative education program are considered to be employees for the Government of Alberta, therefore, they are insured by Workers' Compensation through the County of Strathcona and the Department of Education.

WHO IS THE COORDINATOR AT BEV FACEY HIGH SCHOOL?
Dale Gullekson can be contacted at any time about the program or the students in the program. (467-0044)

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BEV FACEY
COMPOSITE HIGH SCHOOL

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WORK EXPERIENCE EDUCATION PROGRAM

Work Experience Education integrates a student's academic study and related work experience with cooperating employers in the appropriate fields of business, industry, government, social services and professions.

The Work Study Program is an exchange of the classroom learning environment between a registered community work station and the school classroom. It functions as an effective use of the community as a learning resource for career planning, skill assessment as well as exposure to employer expectations and training.

WORK STUDY PROGRAM POLICIES

OBJECTIVES OF THE WORK STUDY PROGRAM

The objectives of the work study program are that the students will:

(a) have an opportunity to participate in meaningful work.

(b) realize the importance of developing acceptable work habits and the need for self-discipline.

(c) develop an understanding of positive attitudes for getting along in the work force.

(d) to observe employer and employee relationships.

(e) be enabled to explore career opportunities at the source.

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RESPONSIBILITIES OF THE EMPLOYER (Work Study)

1. Assist the students at the work station to do meaningful work according to their capabilities.
2. Inform the students of all safety requirements, work station regulations and expectations.
3. Report any student absence to the work experience coordinator where there was not prior notification to the supervisor regarding the absence.
4. Report any accidents or injuries that affect the student while at the work station to the work experience coordinator.
5. Provide constant supervision for the student, preferably "job shadowing" until some basic routines are established.
6. Assist the work experience coordinator with an evaluation of the student's work habits and job performance skills.
7. Offer a job reference to the student if one is merited.

ADVANTAGES FOR THE EMPLOYER (Work Study)

1. The employer has the opportunity to help select and prepare new workers for effective job performance.
2. The program provides the company with a no-cost training program that can be integrated with their own.
3. An excellent source of trained part-time and potentially permanent human resources.
4. The program provides a mutually important link between the business community and the school.

RESPONSIBILITIES OF THE STUDENT (Work Study)

1. Complete and return all required forms on the specified dates.
   (a) Student information
   (b) Work Agreement form
   (c) Work Study time sheet and records

2. Be dependable and responsible for your attendance and your work. A good employee is always dressed appropriately, on time, and ready for work before the established starting time.

3. The student should try to accept corrections and constructive criticism in a gracious manner, regardless of the situation. If the student feels a problem exists he/she should speak to the work experience teacher-coordinator.

4. The student will recognize and respect the confidentiality of the work site station. Matters that pertain only to the work site station and staff will not be discussed outside the work site station. Genuine concerns regarding the work site station should be discussed with the work experience teacher-coordinator.

5. If the student should encounter an accident while at work, he/she is covered by Workers' Compensation, but it must be reported to the supervisor immediately and then to the work experience teacher-coordinator. An accident report must be completed at school.

6. Students who are driving themselves to a registered work site station are covered by their own vehicle insurance. Passengers travelling with another student must complete the appropriate insurance waiver forms.

7. Employers are exempt from "minimum wage" payments in work experience situations and therefore, during this short period, the student should not expect wages. This learning experience should be used to prove that you are a competent and reliable worker. Good job references from this work site station will be important for future opportunities.

I have read and fully understand my responsibilities.

_____ Date: _____

Student's Signature

ADVANTAGES FOR THE STUDENT (Work Study)

1. When theory and practice are more closely integrated, the students usually find greater meaning and motivation in school.

2. Students develop an appreciation of good work habits in the work environment.

3. Most students develop a better understanding of people through their association with co-workers (human relationship skills).

4. Students receive a better understanding of marketable employment skills and employment opportunities.

5. Work study contributes to a greater sense of responsibility and confidence in their own judgment and ability.

6. If merited, the student may receive a very important work reference from the employer.

BEV FACEY
COMPOSITE HIGH SCHOOL

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WORK STUDY

EVALUATION PROCEDURE

The main function of Work Study is to enable the student to judge his/her interests and abilities and develop a realistic awareness of an occupation.

Discussion of this evaluation with the student is strongly encouraged so that they are able to interpret their strengths and weaknesses and understand what will be expected of them in the work force.

Please **expect** the same attitude and courtesy from the student as you would any employee for the sake of a realistic experience.

Your time and concern for these individuals in this component of their education is greatly appreciated. The impact of your work station at this stage of the student's training has the potential to increase his/her motivation and initiate further career planning while still in school.

Thank you again for your time.

Yours truly,

D. A. Gullekson
Work Experience Coordinator

DAG:bw

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WORK STUDY EVALUATION

Name of Employer or Firm: _____

Name of Student: _____ Date: _____

Please complete the response sheet by checking the appropriate block.

What is the job title of the student? _____

A. Compared with your expectations of a new employee entering the work force, how qualified was the student in the following:

	Exceeded Job Requirements	Met All Job Requirements	Met Minimum Job Requirements	Did Not Meet Job Requirements
1. Ability to use tools and equipment.				
2. Knowledge of job duties.				
3. Knowledge of expected work habits.				
4. Productivity.				
5. Speed in performing duties.				
6. Accuracy and quality of work.				
7. Safe work practices.				

B. Does the student meet your standards in the following functional job skills:

1. Attendance and policies regarding absences.				
2. Ability to cooperate and get along with co-workers.				
3. Proper manner in approaching supervisor.				
4. Initiative.				
5. Ability to work with minimal supervision.				
6. Ability to adapt to new job situations.				

C. Are the following attitudes toward work being met by the student:

1. Courteous and pleasant manner. _____
2. Eager to learn and refine skills. _____
3. Perseveres at all tasks without complaint. _____
4. Appropriate dress and hygiene for the work site station. _____
5. Other: _____ _____

D. Student's main strength during the observation period.

Comments:

Areas where improvements would be expected.

Comments

_____
Supervisor's Position

_____
Signature

Strathcona County Board of Education

Certifies

_____

as a Work Experience Station.

We acknowledge with gratitude your participation and cooperation in furthering the education of our youth.

Date _____ _____

Coordinator

Chairperson _____

Board of Education

Principal _____

Reprinted with permission from the County of Strathcona.

Strathcona County Board of Education

Certifies

_____

as a Work Study Station.

We acknowledge with gratitude your participation and cooperation in furthering the education of our youth.

Date _____ _____
Coordinator

Chairperson _____
Board of Education

Principal _____

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CHECKLIST FOR RATING WORK EXPERIENCE PROGRAM

Cooperative Work Education Coordinator _____

School _____

Total school enrolment at present _____

Present enrolment in Work Experience: Male _____ Female _____ Total _____

INSTRUCTIONS FOR USE OF CHECKLIST

This checklist of criteria for rating Cooperative Work Education consists of statements of provisions, conditions and characteristics that are found in quality programs. Some may not be necessary, or even applicable, in every situation. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate sections. The statements should accurately and completely portray the factual background for the evaluation.

Rate each item using your best judgment and all available evidence. The suggested key for rating each statement is:

0. **Does not apply**: The provisions or conditions are missing but do not apply, or they are not desirable for the students of the program, or they do not conform to the school's philosophy and programming goals.

1. **Excellent**: The provisions or conditions are extensive and are functioning very well.

2. **Satisfactory**: The provisions or conditions are moderately extensive and are functioning well.

3. **Needs Improvement**: The provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

ORGANIZATION OF WORK EDUCATION

___ A clearly written statement of objectives has been developed.
___ Objectives have been developed through the cooperative efforts of employers, educators and students.
___ Standards for the operation of work experience have been developed and accepted by those involved in the operation.
___ The teacher-coordinator checks to see if practices meet standards that have been developed.
___ A clear-cut assignment of functions and duties has been given to all persons concerned with the program.
___ An advisory committee representative of all groups interested in the program has been formed and its advice is used in the operation of the program.
___ The teacher-coordinator is allowed sufficient time for coordination activities.
___ Provision is made for a student club program.
___ School and work station schedules are developed to meet the needs of students in the program.
___ School credit is given for the experience of students in work stations.
___ Clerical help is available to the teacher-coordinator.
___ A record-keeping system has been designed to meet the needs of work education.
___ The records are complete and kept up to date.
___ Funds are provided for the travel expenses of the teacher-coordinator.
___ Department of Education staff help in the continued development of work education.

STAFF MEMBERS

___ The teacher-coordinator meets minimum requirements.
___ The teacher-coordinator maintains membership in at least one local civic organization such as the Chamber of Commerce or a luncheon club.
___ The teacher-coordinator is considered by the community to be a well-informed professional.
___ The teacher-coordinator participates in conferences, workshops, inservice programs, professional organizations, and other activities contributing to professional growth.
___ The teacher-coordinator serves as advisor to the student club program.
___ The teacher-coordinator plans and carries out research resulting in the constant improvement of work education.
___ The teacher-coordinator is respected by the students and faculty.

SUPPORT OF THE SCHOOL

___ Vocational education is accepted and acknowledged as a desirable and essential function of the school.
___ The program is accepted as an integral part of the total school curriculum.
___ The school administrators take an active and interested part in the operation and evaluation of work education.
___ Teachers and other staff members cooperate with the teacher-coordinator in the operation of work education.
___ A budget is provided for the purchase of instructional materials and equipment.
___ Assignment of building space and facilities is sufficient to carry on work education.
___ School administrators check with employer representatives, faculty members, community groups and students relative to the effectiveness of work education.
___ The school administration and the teacher-coordinator use the services of the provincial department in evaluating and in improving work education.

SELECTION AND GUIDANCE OF STUDENTS

___ Prospective students are given a clear understanding of the purposes and nature of work education before they are enrolled.
___ Experienced counsellors help each student in determining his aptitude, interest and ability to profit from work education.
___ The teacher-coordinator arranges for the collection of occupational information regarding occupations.
___ Minimum age, grade and other standards have been developed and must be met by students before they enrol in work education.
___ Students may enrol in work education and also meet graduation requirements.
___ The teacher-coordinator determines the final selection of students who are recommended for work education.
___ A cumulative record is kept on each student.
___ Periodic individual conferences are held with each student concerning his/her general progress in the school.
___ Provision is made for parents to contact the teacher-coordinator when needed.
___ Definite provision is made for checking on each student's progress in school.
___ Former students are consulted about possible adjustments to work education.

PLACEMENT OF STUDENTS IN WORK STATIONS

___ A written statement has been prepared outlining the criteria by which work stations are selected.
___ The teacher-coordinator contacts employers and sets up work stations for all students in the class.
___ Employers provide work stations throughout the entire school year rather than just for seasonal employment.
___ Training agreements and training plans are drafted by the employers, teacher-coordinators, students and parents.
___ Students who already have part-time jobs are admitted to work education after the work stations are approved by the teacher-coordinator.
___ The teacher-coordinator checks conditions under which students work to see that they are in accordance with provincial child labour laws.
___ Work stations may provide an opportunity for full-time employment after students complete school.
___ Instruction in how to apply for a job is given before students are referred to prospective employers.
___ Before students are considered permanent members of work education, they must be accepted for employment in a work station.
___ Supervisors are appointed by employers for each student.
___ Students are rotated and given a variety of work station learning experiences.
___ Employer-supervisors are informed of the progress made by students in their school work.
___ Employer-supervisors make periodical ratings and report on each student's progress at the work station.
___ The teacher-coordinator assists employer-supervisors in evaluating the work station progress of students.
___ The teacher-coordinator develops new work stations continuously.

COORDINATION AND PUBLIC RELATIONS

___ The teacher-coordinator observes all students at their work stations.
___ The teacher-coordinator plans his/her coordination time and develops a schedule that is followed to a reasonable extent.
___ Coordination time is used only for coordination purposes.
___ Coordination calls are made by the teacher-coordinator to the employers of students at least once a month.
___ Labour union requirements are followed in the placement and training of students.
___ The teacher-coordinator uses the information from coordination activities to help adjust problems that arise.
___ Reports of coordination activities are kept.
___ The teacher-coordinator has publicized work education among various community organizations and educational groups.
___ Work education is publicized periodically in the community and school newspaper.
___ The teacher-coordinator has a mailing list of all interested persons who receive information on work education activities and progress.
___ All students who are eligible enrollees are acquainted with work education.
___ Students appear before community groups and help in the development of public relations for work education.
___ The students sponsor joint employer-employee dinners and other such activities.
___ Parent groups have been acquainted with work education.
___ The teacher-coordinator is conscious of the value of publicity at all times and makes an effort to keep the school and community informed of the progress of work education.

CURRICULUM ORGANIZATION AND INSTRUCTION

___ A related instruction class has been designed for students entering work education.
___ The instructional content is correlated whenever possible with the training experiences of the students.
___ The teacher-coordinator either teaches or helps plan other courses that are related to student needs.
___ Follow-up studies of graduates are used to guide curriculum review.
___ Standards of achievement demanded in the classroom are comparable with those of beginning workers.
___ Instruction is provided to each student related to his/her specific job and career objective.
___ Adequate records of student progress are available, and they are used in developing the instructional program.
___ Audio and visual aids are used whenever such techniques will make the activities more meaningful to students.
___ Opportunity is provided for field trips.
___ Students are encouraged to contribute instructional materials, information and other aids.
___ The teacher-coordinator periodically evaluates the classroom instruction.
___ Students participate in the evaluation of their own achievement.
___ Resources of the community are used.

CLASSROOM FACILITIES AND LIBRARY

___ The classrooms are of sufficient size to meet instructional needs.
___ The classroom is equipped with proper equipment needed for the type of instruction being provided.
___ The room has adequate blackboard and bulletin board space.
___ Storage facilities are provided for materials and supplies.
___ Suitable office space is provided for the teacher-coordinator for counselling purposes.
___ The room is equipped with book shelves and files.
___ All equipment is maintained in good working condition.
___ Textbooks are available for reference in the classroom covering the materials needed by each student.
___ A good system of cataloguing and filing for instructional materials has been developed and is used.
___ Instructional materials are kept up to date.
___ Instructional materials used are continuously evaluated on the basis of student needs.

Adapted from "Guide for Work Education in Manitoba's Public Schools, June 1976." No permission required.

MARK COMPOSITION OF WORK EXPERIENCE

Student: _____ Date: _____

1. Application Forms ____%

2. Resume ____%

3. Job Interview ____%

4. Student Responsibilities ____%

Examples:

(a) Forms and evaluations completed and returned promptly.

(b) Work site station orientation assignment.

(c) Time sheets completed and returned monthly.

(d) Weekly activity and time records.

(e) Thank you letter to the work site station.

(f) Student analysis of work site station.

(g) Final assessment of work experience.

5. Work site station evaluations ____%

Comments:

_____

Work Experience Coordinator

APPENDIX 12:

PANEL DISCUSSION LETTERS

BEV FACEY
COMPOSITE HIGH SCHOOL

JAMES B. SAWCHUK - PRINCIPAL
TERRY J. BANFIELD - ASSISTANT PRINCIPAL
STUART ADAMS - ASSISTANT PRINCIPAL
ERNIE E. LEECK - VICE PRINCIPAL

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SHERWOOD PARK, ALBERTA
T8A 4V5
TELEPHONE (403) 467-0044

November 24, 19

SAMPLE
"PANEL DISCUSSION"
INVITATION LETTER

Mr.
Salvi Homes Ltd.
410 Kaska Road
Sherwood Park, AB
T8A 4G8

Dear

Thank you for offering your time assisting our students to realize *employers' expectations of their new employees.* We have established Monday, December 5, at 12:30 p.m. as our presentation time. However, it would be our pleasure to have you join us for lunch at the school at 11:40 a.m. We will meet you in the main office area.

The format of the presentation will be a *panel group discussion* along with 3 other employers besides yourself. The focus of this presentation is to help students realize **your** expectations in the following areas:

(a) How to approach employers when seeking employment.
(b) What attitudes and work habits employers are looking for in entry level job positions.
(c) What **key** qualities employers use to judge employee potential and suitability.
(d) What common problems new employees deal with that could be avoided.

We would begin with introductions of the *Panel*, then have each employer elaborate on the above issues for their particular business or type of occupation, finishing with a question and answer discussion period between the students and other panel members.

There will be approximately 25 Grade 12 students participating in the discussion from our Academic/Occupational Program. The majority of these students' plans will range from continuing their vocational training in a technical school (i.e. NAIT, AVC, etc.), apprenticeship, and/or direct employment upon graduation.

/Continued ...

Some students may be lacking the academic skills to graduate with an Alberta Education Diploma, but all of them are vocational students with the potential to be productive and competent employees.

If you have any further questions, please contact me at the school. Thank you again for your time and concern for our students. I know this will be a beneficial experience for us all.

Yours sincerely,

Dale Gullekson
Work Experience Coordinator

DAG:bw

cc: Mr. J. B. Sawchuk
Mr. S. Adams
Mr. E. Leeck

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BEV FACEY
COMPOSITE HIGH SCHOOL

JAMES B. SAWCHUK - PRINCIPAL
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ERNIE E. LEECK - VICE PRINCIPAL

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SHERWOOD PARK, ALBERTA
T8A 4V5
TELEPHONE (403) 467-0044

December 6, 19

SAMPLE
THANK YOU LETTER
"PANEL" EMPLOYERS

Mr.
Salvi Homes Ltd.
410 Kaska Road
Sherwood Park, AB
T8A 4G8

Dear

Thank you very much for sharing your time and expertise with our students. A few candid comments with students after the presentation indicated that your information was very beneficial and that the session was well worth continuing for other classes.

Stuart's summary notes indicated the areas you were able to highlight as a panel met our teaching objectives for this unit to the letter.

We look forward to the possibility of working with you again next year. Thank you again for your time and concern in this area for our students.

Yours sincerely,

Dale Gullekson
Work Experience Coordinator

S. Adams
Assistant Principal

E. E. Leeck
Vice Principal

DAG:bw

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JOB SEARCH TECHNIQUES

Dale Gullekson

You must know what you are looking for before you can plan a successful search. In terms of job hunting, you need to know what you would be good at, what your interests are and what your personal needs are; this is called a self assessment. If you do not know where to begin with a self assessment you will need help from a teacher, counsellor, work experience coordinator or any employment readiness program.

Job hunting can be a nerve racking and often a disheartening experience, but it does not have to be. Most students entering the work force are anxious to take any job, usually the first one to come along. These are often highly publicized positions in businesses such as Canadian Tire, McDonald's or other high profile retail outlets. These positions do not require an extensive job search because they are highly visible; they actually recruit you. They also train you regardless of your strengths or interests and there is a high turnover rate for those who are not cut out for working with the public. These businesses offer great opportunities to advance if you are the right person for that type of job.

The key to doing well in any job is to find out what suits you, challenges you and motivates you to do your best work. If you are searching for full-time work, something that will eventually support you, it is going to be worth the time to do a thorough self-assessment. Then prepare to search for the right job. Even when you find the right type of work, you will probably still begin at the entry level wage scale ($4.50–$6.50 per hour). It takes patience and time to prove you can handle more responsibility, and with more responsibility will come more money. Being offered more responsibility will mean you have impressed the employer with your dependability, enthusiasm, willingness to learn and the quality of your work. These are difficult work habits to maintain over a long period if you are not suited to the job.

The key to finding the right job is knowing specifically what type of work suits your strengths.

I "Help Wanted" Advertisements

Although it is the most common hunting ground for jobs, the "help wanted" ads in the newspaper are the least effective of all job search methods. If the newspaper is the only method of searching you use, you will have access to only about 15% of the total openings in the job market. It is recommended that you always include a covering letter and an effective resume with your application.

II Yellow Pages

Once you know the type of occupation you want, the Yellow Pages of the telephone book can be an excellent reference for actual job or business contacts. The problem is how to approach an employer who is not actually hiring at the moment. Often people simply present themselves and ask if there happens to be an opening or if they can fill out an application form. You may be lucky, but generally the chances of walking into a job right off the street are fairly remote. Most employers will avoid you if they believe you are job hunting unless they are actually in the hiring process.

Therefore, getting to meet the employer is the first crucial step. If you get the chance you will have only a few moments to make a good impression. You need to be organized and prepared with resume in hand and a few well-chosen words to indicate your strengths and abilities. Your success rate in this situation will double if you know something about the business and the employer's name beforehand. Get the employer's business card and let him/her know you will call back in a couple of weeks. Follow-up is the key. Eventually there will be an opening and if you have made a good impression, you must make sure the employer remembers you.

III Networking

The most effective job search method is called "networking"; it consists of letting everyone who knows you be aware of your search. It sounds simple but it is not. The average adult knows approximately 250 people (friends, relatives, neighbours, co-workers, etc.) and contacting the majority of them to inform them of your needs and intentions is very time consuming. The follow-up is also very time consuming but these employed people have access to information that you do not. For instance, a business promotion often causes a chain reaction of openings all the way down to an entry level position; an upcoming business expansion might mean job openings you could be aware of before the general public; a disgruntled employee looking for work elsewhere or the employer already disgruntled with an employee could be a potential position you could apply for if you were aware of these situations. This is often referred to as the "hidden job market" because most positions are filled by word of mouth. The employer or supervisor puts the word out to the rest of the staff for a reference of someone who would adequately fill the position.

This is the type of information you need to find out from your "network" contacts and keep them seeking similar information from other people they know in the work force. Gaining their assistance in your job search extends your network immensely. The hidden job market exists because basically employers hate to advertise openings. It is expensive and very time consuming to review applications and interview applicants. It is easier and less stressful on everyone to get a reference from a trusted employee.

IV Determination and Patience

Some people are lucky and will fall into the right position; others will get frustrated waiting for their luck to happen. Take control of your job search, find out what you want and go after it. Take the time to do some research, make appointments to go and visit employers. As a student most employers will talk to you if you are career planning and working on an assignment. Seek out a few realistic jobs that suit your strengths and interests. People love to talk about themselves and their jobs; just be careful to choose a convenient time that does not interfere with their work. Prepare a list of questions about the job; qualifications, duties, training, salary, some history of the business, its market, the service it provides and other types of jobs within the business. Find out for yourself what the employer's expectations are for new employees and their hiring procedures for new staff.

Impress the employer with your enthusiasm, your appearance, your questions and listening skills. If the job potential suits you, return a week later and leave your resume with the employer. Let it be known that you are prepared to wait for an opportunity to become available. Use what you have learned about the company to let the employer know you feel confident in applying. Follow-up periodically so the employer knows you are still interested as eventually there will be an opening. If you are patient and keep in contact with three or four different employers in a similar manner, you will get your job. Most importantly you will have made the decision yourself on the type of job and the actual employer.

In summary, do not restrict yourself to any one method of job searching, use them all and create your own methods. Your job search should be continuous. Take advantage of every opportunity to better your present situation. Remember the right job should challenge and motivate you to do your best work. Your best work will insure job security, new opportunities and a better salary.

JOB SEARCH TECHNIQUE INFORMATION

Dale Gullekson

Who knows about a "Job Opening" first?

Recognition of a job opening usually occurs in the following order:

1. Supervisors
2. Co-workers
3. Personnel departments
4. Placement agencies
5. Newspapers

Eighty percent of all new employees hired are hired in categories 1, 2 or 3 and this is considered to be the hidden job market. Employers begin hiring from category 1 through to category 5. Most unemployed people seeking employment work up from categories 5 to 1. It is more effective in your job search to tap into categories 1, 2 and 3, which is the job searching process called **networking**.

Networking works best before you are desperate for the job. Create the network in school and reactivate the network when out of school looking for work and this gives you direct access to category 2 of the hiring process.

Network examples:

- How do you buy a car?
- How do teenagers find out whose parents are out of town for the weekend when you are looking for a place to have a party?

What the employer needs to know during the hiring process about the successful applicant.

1. That the individual is able to do the job. (physically and mentally capable)
2. That the individual will do the job. (work habits and attitudes)
3. That the individual is interested in the job. (career plans and goals)

If all three of these concerns are not satisfied in the employer's mind, the applicant will not be hired.

When selecting a new employee during the hiring process, the employer will make his/her judgment based on the applicant's skills, training and experience. Your resume and application forms should address your strengths in these areas. Nearly all interview questions will relate to one, two or all three of these areas.

Example:

1. Question: Have you ever done this kind of work before? (relates to experience)
2. How would your previous employer describe your work habits? (relates to attitude)
3. What word processing software packages are you familiar with? (relates to skills and training)
4. Why should we hire you? (relates to all three areas – attitude, skills training and experience)

"Transferable skills" valued most highly by employers

1. Communication
2. Independent thinking
3. Dependability
4. Problem solving
5. Ability to reason

Coping with a new job

The three most common stresses for new employees are:

1. Not understanding a new task.
2. Employer supervisor co-workers scrutinizing your work.
3. Breaking into existing cliques.

VIDEOTAPED INTERVIEW PRACTICE

by Dale Gullekson

Initially, the video camera in the interview practice sessions will be dreaded and resisted by the students. However, this experience is invaluable and enlightening to the point of enjoyable for the students once the initial barriers are overcome. It is important that it be introduced after question and response skills have been developed through interview role playing.

Some suggestions for organization are:

1. Keep as many people busy as possible; groups of seven students work well.
   - 1 applicant
   - 3 interviewers
   - 2 information recorders (or more if practical)
   - 1 camera person

2. A job description is determined with the applicant's strengths being the main consideration.

3. The group separates:
   (a) the interviewers develop and organize their questions
   (b) the applicant specifies to the recorders, two or three main strengths he or she intends to emphasize during the interview.

4. The recorders then monitor the interview noting the applicant's responses that imply his or her specified strengths.

5. The camera person prepares and operates the camera and microphone.

The specific learner expectations are:

1. The applicant's objective is to focus on his or her main strengths.

2. The interviewers are inventing appropriate questions with anticipated responses.

3. The recorders are recognizing opportunities to emphasize personal strengths in the applicant's responses.

4. The camera person is recording non-verbal communication, e.g. eye contact, facial gestures, etc.

Summary of Interview

Class discussion of:
- interviewer's questions
- recorders' feedback of applicant's implied strengths
- review tape of applicant's responses and non-verbal communication

Exchange roles within the group for the next interview.

The video camera provides an element of realistic "job interview stress" and also the opportunity for analysis and improvement that benefits all students, not just the applicant.

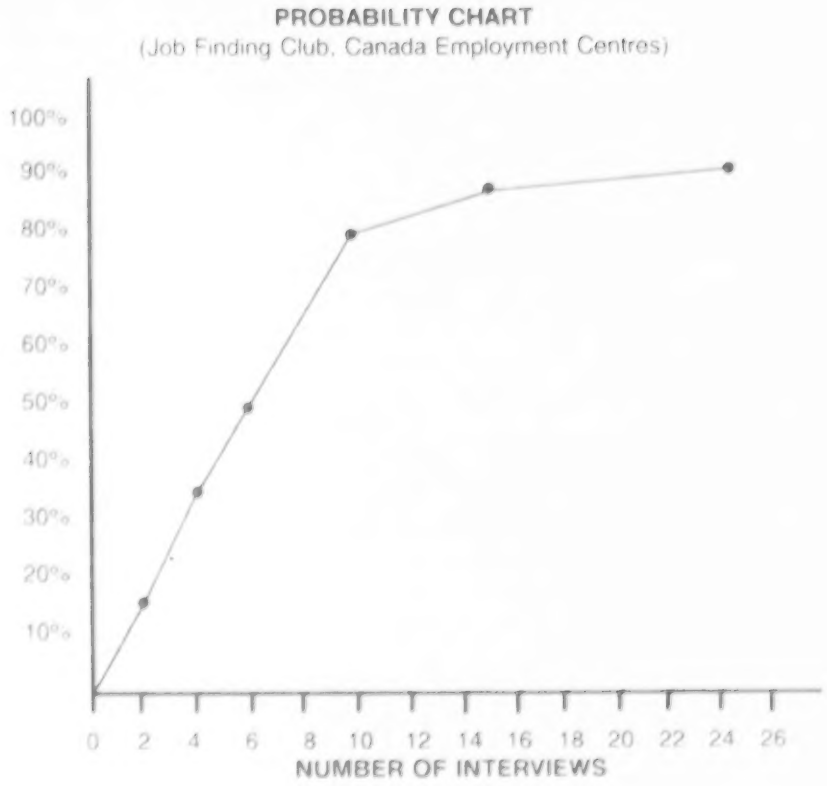

Figure 1. Job probability curve in relation to number of interviews.

The graph shown above reflects an incredible improvement rate over the first eight interviews. Interviews improve significantly with every trial because of the attentive student involvement in each situation. Generally, by the second interview each student will feel much more control and confidence in this normally stressful situation.

PRE-EMPLOYMENT SKILLS CHECKLIST

Introduction

A. Self-assessment

- Develop a profile of acquired skills, abilities, personal qualities and work habits.
- Identify strengths and weaknesses and how to improve weaknesses.
- Research types of occupations suitable to personality, interests and strengths.
- Recognition of "Transferable Work Skills."
- A brief exposure to career planning.
- "CHOICES" Career Planning Program, Career Information Hotline (422-4266), etc.

B. Employers' Expectations

- Identifying employer expectations for entry level work positions.
- Keeping the job and advancing in the job.
- Employment Standards Code (1988).
- A "Panel Discussion" of selected employers to present "employers' expectations" to students. (See Appendix 12.)

C. Job Search Techniques

- How and where to search for employment. (See Appendix 13.)
- Targeting or focusing your search to relative career plans.
- What to look for in a good employer.
- Ways to approach prospective employers.

D. Preparing a Resume

- Knowing your personal strengths.
- Choosing the type of resume that fits your personal strengths.
- Presenting these strengths on paper in order of importance.
- Targeting or focusing your resume to a particular occupation or job.
- Reconstructing your resume until it meets your objectives.
- First draft (spacing and format).
- Corrections and revisions.
- Final draft (evaluated).

E. Application Forms

- Exposure to different types.
- Information required (vocabulary).
- Application forms from the employer's perspective.
- Practise completing different types of application forms.
- Two different application forms completed and submitted (evaluated).

F. Interview

- Types of interview situations.
- Importance of the interview.
- Appearance and etiquette expected by the employer.
- Recognizing different categories and questions, e.g. attitude, skills and training or experience.

- Verbalizing your strengths in response to interview questions.
- Learning to explain weaknesses in a positive sense.
- Interview role playing.
- Videotaped interview; analyse and improve. (See Appendix 14.)
- Practise interview arranged with a school administrator or community work site station.
- Formal interview with work experience coordinator (evaluated).

Initial Contact with Work Site/Station

Following the final interview, the student will be informed of his or her work site station supervisor's name and work telephone.

Student's Responsibilities

- Call to set up an interview.
- Fill out the employer's application form.
- Submit a resume.
- Present himself herself on time for an interview.
- Designate hours of work experience and any special conditions required by the work site station.

BEV FACEY
COMPOSITE HIGH SCHOOL

JAMES B. SAWCHUK - PRINCIPAL
TERRY J. BANFIELD - ASSISTANT PRINCIPAL
STUART ADAMS - ASSISTANT PRINCIPAL
ERNIE E. LEECK - VICE PRINCIPAL

99 GLEN ALLAN BOULEVARD
SHERWOOD PARK, ALBERTA
T8A 4V5
TELEPHONE (403) 467-0044

January 12, 19

Mr. and Mrs. J. Doe
00 Strathcona Place
Sherwood Park, AB
T8A 9Z1

Dear Mr. and Mrs. Doe:

As you are aware a major component of Jane's final school year is Work Experience. This is an opportunity for Jane to test her attitude, interests and abilities in the work force while still enrolled at school.

The work station will be determined by Jane and the Work Experience Coordinator with Jane's best interests in mind. The determining factor for success in this program has proven to be the student's sense of responsibility; meeting the requests and expectations of other people and following it through to completion.

Every request made of Jane regarding Work Experience and whether she follows it through will be documented. Examples:

- work agreement forms signed and returned on time
- resume completed and presented on time
- application forms returned prior to deadlines
- punctuality of appointments (job interview)

Only by demonstrating that she is responsible enough to fulfill these expectations will Jane be given the opportunity to participate in Work Experience.

Jane will meet with the Work Experience Coordinator to discuss her work placement alternatives. Once a tentative placement is established Jane will be required to contact the work station for an interview appointment, complete the employer's application forms, present the employer with her resume, and determine her hours of work. Jane must be prepared to get herself to and from work, and generally be responsible for the quality of her work and attendance. If Jane should miss a day of work without notifying her work station supervisor, the Work Experience Contract will be terminated.

/Continued ...

The Work Experience Coordinator determines 35% of the final mark.

Application Forms	5%
Resume	10%
Job Interview	5%
Student Responsibilities	15%

Responsibilities are:
- forms and evaluations completed and returned promptly
- Work Station Orientation Assignment
- time sheets completed and returned monthly
- weekly activity and time records
- thank you letter to the work station
- student analysis of work station
- final assessment of Work Experience.

The work station will determine 65% of the final mark.

Midterm evaluation (completed at approximately 65 hours)
- strengths, weaknesses, areas for improvement

Final evaluation (at completion of the 125 hours)
- employer reference.

Jane's Work Experience exists on her merits as an "employee in training" and the usual expectations of someone in that position. If she should experience problems or concerns at the work station, communication with the Work Experience Coordinator is vital in resolving the situation. An alternative placement or loss of the course will be determined by that prior communication.

The Work Experience is an excellent opportunity to gain a valuable employer reference in Jane's chosen field of employment and establish her credibility as a competent and reliable employee.

If Jane applies herself to this opportunity, I am confident it will be a successful learning experience.

Enclosed is a copy of the requirements Jane received to be eligible for Work Experience in the second semester. As in any job application process, the time lines will be adhered to firmly and therefore I would encourage Jane to have the resume and applications in a few days early.

If you have any questions regarding the Work Experience program, please contact me at the school (467-0044).

Sincerely,

Dale Gullekson
Work Experience Coordinator

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DAG:bw

Enc.

APPENDIX 17:

JOB INTERVIEW LETTERS

M E M O R A N D U M

DATE: January 24, 1989

TO: Work Experience 25/35 Students

FROM: Mr. Gullekson

The enclosed two types of application forms need to be completed and returned with your typed personal resume if you are to be accepted for Work Experience in the second semester. The resume and the forms must be delivered to the Work Experience office (room 185) prior to 3:20 p.m. on Thursday, February 2, 1989.

The Work Agreement Contract that accompanies these forms will need to be signed by a parent or guardian. The remainder of the necessary information on the Work Agreement Form will be typed in after a work station has been determined.

When you meet these requirements prior to the February 2 deadline, it will then be necessary for you to book an interview time through Mrs. Walker in the Work Experience office (room 185). Interviews will begin Monday, February 6, 1989.

During your interview you will be applying for the position you requested as a Work Experience placement. You will need to be dressed appropriately and be prepared to present yourself for a formal job interview. We will review your responsibilities for Work Experience and you will receive the contact person's name for your work placement at the end of the interview.

If you have any questions or problems with these requirements, please see Mr. Gullekson as soon as possible.

Good luck on your interview.

D. Gullekson

Mr. Dale Gullekson
Work Experience Coordinator

DAG:bw

Enc.

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ERNIE E. LEECK - VICE PRINCIPAL

99 GLEN ALLAN BOULEVARD
SHERWOOD PARK, ALBERTA
T8A 4V5
TELEPHONE (403) 467-0044

February 6, 19

Mr.
Tilley's Restaurant
#100, 101 Granada Boulevard
Sherwood Park, Alberta T8A 3R5

Dear Mr.

Thank you for your support of the Work Experience Program at Bev Facey Composite School. John Doe will be contacting you during the week February 8th to 15th to arrange a job interview at your convenience.

John will bring a copy of his resume to the interview and will also be prepared to complete a job application form if you have one. Your hiring procedure is not only great practise for John's self confidence but also because he will become more aware of your expectations from the beginning. Any suggestions you might have of John's presentation of himself would certainly be beneficial and appreciated by him.

The hours of work can be determined by yourself and John anywhere between the hours of 7:00 a.m. and 10:00 p.m.

I will check with you one week after John begins working to see if you have any questions regarding him or the program. A mid-term evaluation will be completed at approximately 65 hours (half way) with the emphasis on John's strengths, weaknesses and improvement areas for the remainder of the experience.

The work experience will continue only on John's merits of trying to be a good employee. If you feel he is having problems upholding his responsibilities, please inform me immediately so that you and I can determine an appropriate course of action.

The example you and your staff set as role models has a large impact on most of our students. Please maintain high expectations of John's work habits and help him to meet the responsibilities of being a good employee.

Thank you again for the time and effort you invest in our students and this program.

Sincerely,

Dale Gullekson
Work Experience Coordinator

DG/cm

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WORK EXPERIENCE TIME SHEET

NAME: _____ MONTH: _____

EMPLOYER: _____

Date	Weekday	Time In	Time Out	Total Hours	Accumulated Hours	Employer's Initials (Weekly)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						

This time sheet is due on the last day of this month; a new time sheet will be ready for you.

Work Experience Education Program

Student Employment Activity and Time Record

Name: _____ Week of: _____
Day Month Year

Employer: _____ Student's Occupation: _____

Date	Day	Major Activities Performed	Hours Worked	
			From	To
	Mon.	1. 2. 3.		
	Tues.	1. 2. 3.		
	Wed.	1. 2. 3.		
	Thurs.	1. 2. 3.		
	Fri.	1. 2. 3.		
	Sat.	1. 2. 3.		

Comments are necessary to help the student learn about the job and recognize the supervisor's expectations.

Total Hours for Week	
Total Accumulated Hours	

Observed Strengths: _____

Suggestions for Improvement: _____

_____

Overall Performance Rating:

☐ Unsatisfactory ☐ Unsatisfactory but Improving ☐ Satisfactory ☐ Above Average

_____ _____

Employer's Signature Student's Signature

BEV FACEY
COMPOSITE HIGH SCHOOL

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STUART ADAMS - ASSISTANT PRINCIPAL
ERNIE E. LEECK - VICE PRINCIPAL

99 GLEN ALLAN BOULEVARD
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T8A 4V5
TELEPHONE (403) 467-0044

WORK EXPERIENCE

EVALUATION PROCEDURE

The Work Experience placement is an opportunity to use the community as an effective resource for career planning, interest and skill assessment. It also functions to help the student become more aware of employers' expectations of new employees on the job and the opportunity to develop and demonstrate good work habits.

It is your standards on which the student is being evaluated and therefore vitally important that you discuss this evaluation with the student. Your specific compliments and concerns must be expressed if the student is to understand and meet your expectations.

Your time and concern for these individuals in this component of their education is greatly appreciated and valued by our students and school programs. Thank you again for your cooperation

Yours truly,

D. A. Gullekson
Work Experience Coordinator

DAG:bw

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MIDTERM WORK EXPERIENCE EVALUATION

Name of Student: _____ Date of Rating: _____

Work Station: _____ Student's Job Title: _____

Work Experience hours completed to date ____.	Exceeded Job Requirements 1	Met All Job Requirements 2	Met Minimum Job Requirements 3	Did Not Meet Job Requirements 4	Consider any improvement areas for the remaining hours. Comments are encouraged.
Attendance and Punctuality					
Ability to Learn					
Accepts Responsibility					
Initiative					
Accuracy and Quality of Work					
Speed in Performing Duties					
Makes Use of Working Time					
Attitude Toward Supervisor					
Attitude Toward Co-workers					
Safe Use of Equipment					
Personal Appearance					

Midterm Work Experience Evaluation (continued)

Comments:

1. Observed strengths:

2. Suggestions for improvement:

Signature: _____ Position: _____

WORK EXPERIENCE EVALUATION

Student: _____

Work Station: _____

	Exceeded Job Requirements	Met All Job Requirements	Met Minimum Job Requirements	Did Not Meet Job Requirements	Check the appropriate column. Comments are encouraged.
WORK PERFORMANCE					
Accepts responsibility for his/her work.					
Ability to learn new skills.					
Asks questions when necessary.					
Accuracy and quality of work.					
Speed of performing duties.					
Attentive to safe work practices.					
Ability to follow verbal instructions.					
Ability to follow written instructions.					

WORK HABITS AND ATTITUDES					
Observes work hours and policies regarding absences and lates.					
Demonstrates initiative and self-motivation.					
Appears eager to learn and refine skills.					

Ability to accept corrective feedback appropriately.					
Utilized feedback to improve behavior and/or production.					
Perseveres at all tasks without complaint.					
Demonstrates knowledge of use and care of materials and equipment.					
Appropriate dress and hygiene for the work site.					

	Excellent	Satisfactory	Unsatisfactory	Comments are necessary where column 3 is checked.
INTERPERSONAL SKILLS				
Courteous and pleasant manner.				
Approaches supervisor in a respectful and considerate manner.				
Able to <u>work</u> co-operatively with co-workers.				
Is accepted by co-workers on the job.				
Communicates thoughts and ideas in a clear manner.				
Telephone etiquette (applicable) (not applic.)				

Work Experience Evaluation (continued)
Comments:

1. Observed strengths:

2. Suggestions for improvement:

3. In your opinion as an employer is this student ready for employment?

Would you be willing to act as a reference for this student? Yes No

Name: _____

Position: _____

Company Address: _____

_____

_____

Telephone Number: _____

_____ _____
Signature Date

THANK YOU LETTER FORMAT

Style – Informal

Purpose – To express appreciation to your work site station supervisor for the learning opportunity and the training time provided for you.

Each paragraph in the thank you note has a specific purpose.

- Salutation, e.g. Dear _____ and or staff.
- The first paragraph indicates the purpose of the letter; to thank the work site station for the opportunity to ...
- The second paragraph indicates at least one specific reason why the "thank you" is meaningfully given, e.g., enjoyed your placement there, things you learned, people who were helpful, etc.
- The third paragraph is a concluding paragraph underlining the sentiment of the letter.
- Closings for this type of letter could be –

  Sincerely
  Best wishes
  Yours respectfully, etc.

SAMPLE THANK YOU LETTER

Address and Date

Salutation

First paragraph

Second paragraph

Third paragraph

Closing

May 21, 19

Dear

The Work Experience program is beginning to wind up a busy year and in culmination, the school is hosting a dinner for all the participating employers and school staff. The dinner is to be held at the school on Tuesday, June 9th at 6:30 p.m. The intent of this evening is simply dinner and to have you meet some of the people from the work stations. The dress is informal.

Our students have earned an excellent reputation in the community and much of this credit is attributed to the attitudes the students are learning in your classes. One hundred and eight students were placed into the work force this year and only five were unsuccessful at completing their responsibilities.

Approximately seventy of our one hundred registered work stations participated this year; their cooperation and interest in our students and school deserve our recognition.

Please accept this invitation to dinner in recognition of your efforts with your students.

Sincerely,

R.S.V.P. Extension 29, by Friday, June 5th. Thank you.

May 20, 19

Dear

The 19__ school year is beginning to culminate and the Work Experience Program at _____ school has again been a success because of cooperation from people like you. The time and effort spent by you and your staff working with our students to help them become better employees is time well invested.

In appreciation I would like to extend a cordial invitation to you and your student supervisors to a dinner at _____ school on Tuesday, June 9th at 6:30 p.m. Dress will be informal.

The intent of this evening is simply dinner, pleasant conversation with other employers, and a brief word of appreciation from the Board of Education. After dinner a tour of the school will be arranged for anyone interested in the vocational facilities.

Please confirm your attendance at the dinner by Thursday, June 4th by calling the school at _____ will take the information.

If you are unable to attend this function, I wish to thank you again for your cooperation. The positive impact that you have had on these students was vital for their motivation in school and their transition into the community as good employees.

Sincerely,

Work Experience Coordinator

MT:tp